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ABSTRACT

Third in a series of five, the document presents case study reports of site visits to cooperative adult education programs. The five locations visited included programs between: (1) Wharton County Junior College and Johnson Testers, Inc. (Texas); (2) Louisiana State Department of Education and B. F. Trappey and Sons (Louisiana); (3) Grand Rapids Community School and Fisher Body Plant #2 (Michigan); (4) Lancaster-Lebanon Intermediate Unit 13 and the Walter W. Moyer Company (Pennsylvania); and (5) Martin Technical Institute and Weyerhaeuser Company (North Carolina). Each study is divided into the following areas: (1) background information, (2) roles and responsibilities, (3) participant reaction, (4) concern related information, (5) outstanding and unique features, (6) an evaluation and (7) additional program-related materials or information. Twelve criteria were established as a basis for examining the programs. Examination of the case studies centered on evaluating existing programs as a basis for what type of programs should exist. Evaluative criteria included: needs assessment, objective setting, staffing, procedures and materials, pre-planning, funding, administration, job placement, communications, evaluation, recruitment and selection, and counseling. (KH)

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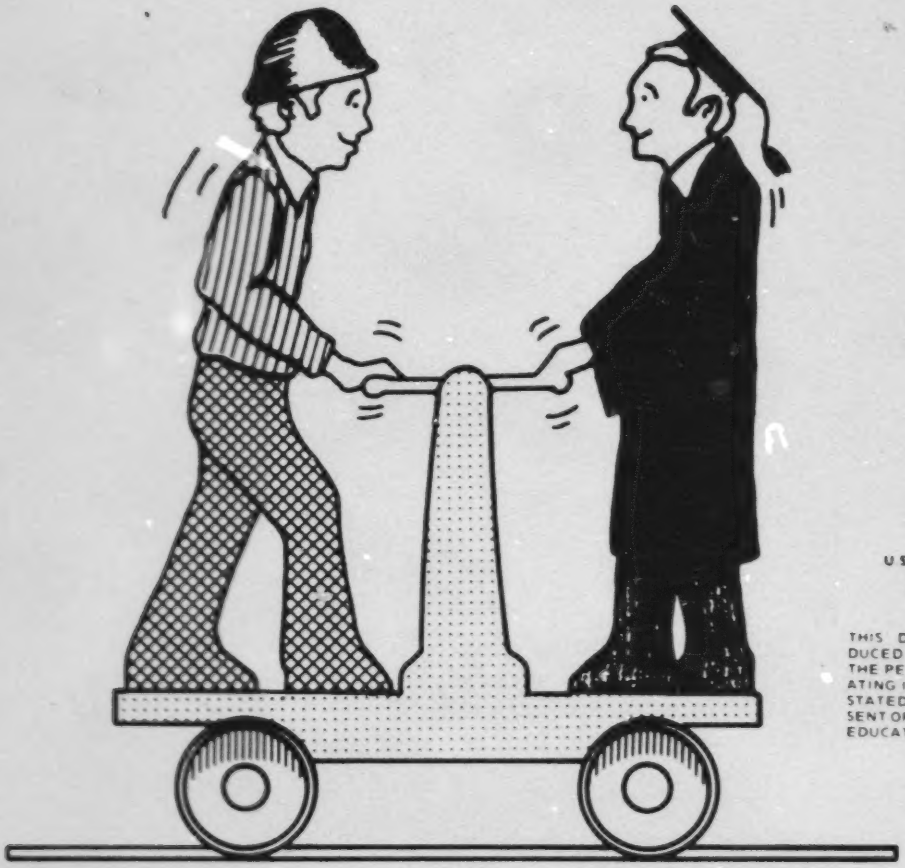
# CASE STUDIES OF SELECTED COOPERATIVE ADULT EDUCATION PROGRAMS



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# CASE STUDIES OF SELECTED COOPERATIVE ADULT EDUCATION PROGRAMS

Sponsored by

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The development of this publication was completed under the sponsorship of the United States Office of Education, Bureau of Occupational and Adult Education, Division of Adult Education.

We would also like to make special recognition of the dedicated assistance of Mrs. Ruth Wymer, Project Secretary, for transforming the telephone interviews into the enclosed program abstracts. Also acknowledgements are in order for each of the local program directors' revisions of the initial abstracts.

Special thanks go to the fourteen consultants who assisted the project staff in developing criteria for identifying, selecting and making the on-site visits to cooperative programs throughout the Nation. A list of the consultants follows the Acknowledgements section.

These cooperative adult education publications are available under the sponsorship of the United States Office of Education in cooperation with The Center for Vocational Education and The Ohio State University.

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PREFACE

CASE STUDIES OF SELECTED COOPERATIVE ADULT EDUCATION PROGRAMS

Cooperation between private industry and state supported educational agencies for programs to serve adults with less than a high school education is a reality in many of the fifty states and territories. The purposes of these programs vary from specific skill training to preparation for taking the General Equivalency Development (GED) Test. Whatever the purposes, the way in which these programs are developed and carried out may serve to aid similar such efforts in the future.

Contained in this Case Studies of Selected Cooperative Adult Education Programs are five descriptions of programs sponsored by private industry and education. These case studies are the result of extensive interviews held at the program site. Special thanks must go to the directors of these programs and the members of the site visit teams.

The project, out of which this publication (Case Studies) was developed, identified as many such programs as possible within the limits of time and budget. Further details on the process used in arriving at the listing and abstracts are contained in the Introduction section of this publication.

The publication is the third in a series of five (5) products which grew out of the Cooperative Adult Education Project* carried out by The Center for Vocational Education at The Ohio State University and sponsored by the United States Office of Education. The other four products include:

- Partial Listing of Cooperative Adult Education Programs (No. 1)
- Abstracts of Selected Cooperative Adult Education Programs (No. 2)

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*Project title: Identification and Assessment of Existing Models of Cooperative Industry and State Administered Adult Education Programs.

- Guidelines for the Development and Study of Cooperative Adult Education Programs (No. 4)

- Discussion of Industry-Education Cooperation for Adult Learning (No. 5)

All five of these publications are available from The Center for Vocational Education, Product Utilization Section, at cost.

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# INTRODUCTION

> I propose a great new partnership of labor and educators. . . Accordingly, I have asked the Secretaries of Commerce, Labor and HEW to report to me new ways to bring the world of work and the institutions of education closer together.

With these words President Gerald Ford in August 1974 proclaimed a new emphasis for industry/education cooperation across the United States.

As with any new thrust, it is important to look at what is currently happening and to study those efforts which may offer models for future development and refinement. No new emphasis can begin in a vacuum, without knowing what has happened and what is currently happening. Otherwise, the "wheel" is constantly being reinvented, and there is a loss of the experience persons in the field have built.

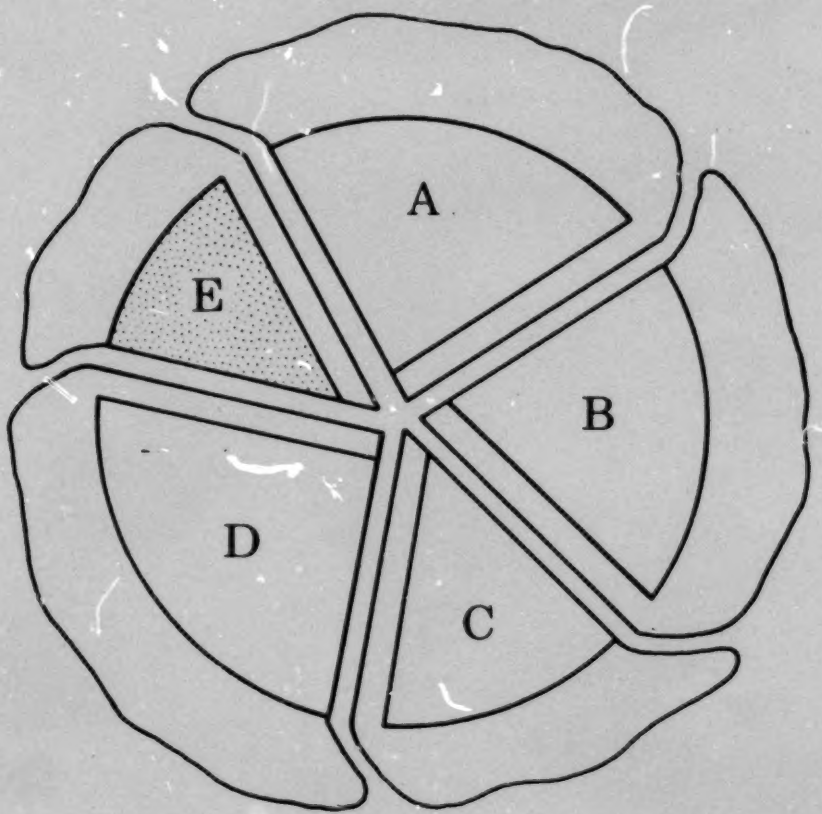
Thus, the overall goal for this Center for Vocational Education project sponsored by the U.S. Office of Education was to identify, study and disseminate information about programs which are currently in existence in order that the programs themselves may act as models and their experience may improve future collaborative efforts.

## Programs Under Study

The field of industry/education cooperation is very large and may be represented as a pie in Figure 1. Included in this pie are pieces (or programs) such as distributive education for high school students. Even the field of cooperation for adult education is large. There are management development programs, college/industry exchange, and tuition reimbursement plans available in almost all industries and businesses. Thus. interaction is ongoing everyday and covers many levels of cooperation from fee reimbursement to actual teacher/worker exchange. Therefore, it would be nearly impossible to cover the whole range of adult education in cooperation with business and industry in one study.

FIGURE 1.

THERE ARE MANY TYPES OF COOPERATIVE PROGRAMS



This project focused its attention on one piece of the pie, the area of industry/education cooperation, as represented in Figure 2. Not that any of the other pieces or types of programs are less important; but, in order that a more complete study may be undertaken and to provide the specific information requested by the U.S. Office of Education, the project was limited to this one area of cooperative education efforts.

The programs under study may be further defined by the following parameters:

1. Programs must be cooperative between a private business, industry or group of industries and a state affiliated educational agency such as a local school, a community college or state department. Some possible programs which would be ruled out by this parameter include programs with labor organizations, community service organizations, other parties of state government, and programs which are basically of a federal nature, that is programs such as the Manpower Development and Training Act (MDTA) and the National Alliance of Businessmen (NAB). However, it may be that federal funds are funneled through the state for programs which are included in this study. The difference is mainly that most control still would remain at the state or local level rather than in Washington.

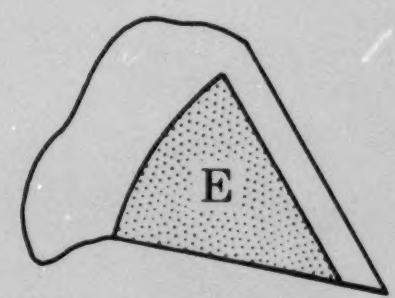
2. The cooperative arrangement may be formal or informal but the result must have both organizations contributing one or more of the following: direct funding, participant or teacher release time, intensive planning, facilities, equipment or materials. Programs which may be excluded by this parameter are those where the private industry simply pays tuition for its employees who take courses on their own.

3. The program must be primarily for participants who are adults (i.e., over 16 and assuming adult roles); who have less than a high school education and who are not enrolled in a full or part-time traditional diploma-seeking program. This parameter would exclude programs for anyone with more than a high school education in the graduation certificate sense. Also, it would rule out distributive education programs for high school seniors who may indeed be over 16 but are still in a traditional diploma program.

4. The program may include any one or more of the following areas: job skill training, basic education, computational skills, writing, reading, speaking or

FIGURE 2.

COOPERATIVE PROGRAMS
FOR ADULTS WITH LESS THAN
A HIGH SCHOOL EDUCATION



English as a second language. The teaching of these may be in the form of preparing for the General Equivalency Development Test (GED), skill training, any of the skill trades, on-the-job training, pre-employment education, or upgrading. This parameter would exclude programs for leisure activities.

All of the above parameters must be met for a program to be included in the study. They were designed to focus the effort on a specific population of programs aimed at aiding educationally disadvantaged adults. There are many fine programs across the United States which do not fit all of these parameters and they are worthy of close attention, but this project sought to direct its study to those which met the above criteria.

## The Method

As an introduction of how the product herein enclosed came about, a review of the project method is provided. The reader may wish to review this section before delving into the product as it may answer many questions.

The project may be thought of in two phases, identification and study. The identification phase consisted of contacting some 15,000 persons, inquiring as to whether they knew of programs which met the parameters listed above. Contacts were made with all public community and junior colleges in the American Association of Community and Junior Colleges, all public school districts with over 3500 students, all members of the National Council of Local Administration in Vocational Education, all state and regional directors of adult and vocational education as well as a host of other suggested and identified persons.

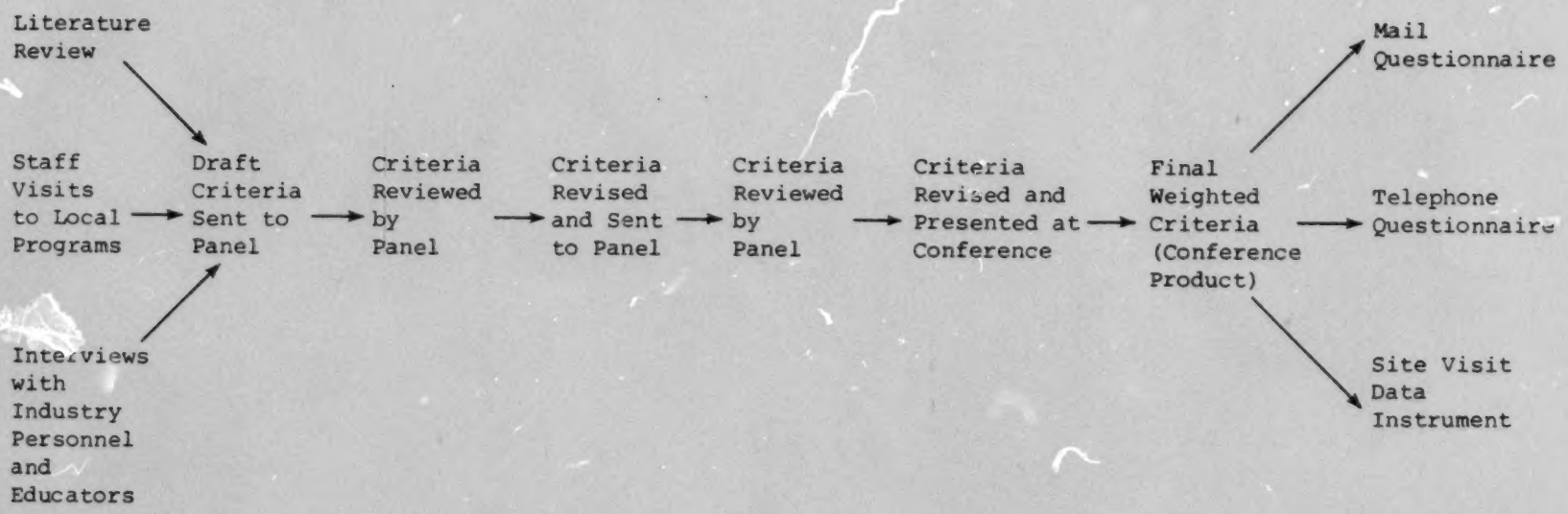
Once a reply was received from the original mailings, follow-ups were sent where people said they personally did not have a program but knew of someone who did. This follow-up process refined the list down to some 238 persons who were identified as potential directors of cooperative adult education programs as have been defined above.

With all of these contacts, mailings, and follow-ups, it is still clear that not all programs in the United States have been identified. As was stated in the Preface of this publication, the goal of the project was not to identify all the cooperative programs in America, but to study a sufficient number to provide information for decision making and fostering more other such efforts.

The study phase of the project began with the development of criteria by which the identified programs could be examined. The process by which these criteria were developed may be seen as Figure 3.

FIGURE 3

CRITERIA DEVELOPMENT PROCESS


Literature Review
Staff Visits to Local Programs
Interviews with Industry Personnel and Educators
Draft Criteria Sent to Panel
Criteria Reviewed by Panel
Criteria Revised and Sent to Panel
Criteria Reviewed by Panel
Criteria Revised and Presented at Conference
Final Weighted Criteria (Conference Product)
Mail Questionnaire
Telephone Questionnaire
Site Visit Data Instrument

A literature survey was performed on cooperative adult education, the project staff made visits to local sites and interviews were conducted with industry and education personnel. The information gained in this way was used to produce a set of draft criteria which was then sent to a select panel in the first step of a modified Delphi type technique.

The panel was made up of representatives from industry, adult educators, state department of adult education directors, labor organizations and local program directors. This panel was selected for their representative views and expertise in cooperative education. A listing of the panel may be seen following the Acknowledgements.

As Figure 3 shows, there were two revisions of the criteria by the panel members individually and a conference was held when the criteria were finalized and weighted. These final, weighted criteria were used to develop the three information-gathering devices.

The mail questionnaire was sent to the 238 program directors which were specified from the identification phase. Seventy-one of the program directors responded that they were currently carrying on programs which met the parameters. Many directors reported more than one program. Thus, a total of 108 programs were identified and reported in the product named A Partial Listing of Cooperative Adult Education Programs.

From this group of 108 programs, 29 programs at 29 different sites were selected for telephone interviews. The project staff contacted the 29 program directors and gathered information by means of an interview schedule developed using the criteria which the panel had arrived at. Thus, as shown in Figure 3, criteria which were developed and weighted by the panel were the basis for both the mail and telephone questionnaires.

The information gained from these 29 telephone interviews was then formed into the abstracts which became the product known as Abstracts of Cooperative Education Programs. The directors of the programs reviewed and corrected these abstracts prior to their publication.

A final step in the study came with the selection of five programs out of the twenty-nine to receive an on-site visit by members of the criteria development panel and project staff members. The five (5) site visits, conducted during May and June of 1975 were of two to three days duration and resulted in the development of five (5) case study reports which make up the product known as Case Studies of Selected Cooperative Adult Education Programs.

## The Criteria

The development of the criteria by the panel followed something of a needs assessment process in that the main question asked was, "What ought (in the ideal sense) to be a part of a good cooperative adult education program?" Thus, the concern was not what exists but rather what ideally should exist. This allowed the criteria to be used, not in an evaluation sense, but as a guide to look at what does exist.

The following is a complete reproduction of the criteria as they were developed by the panel. Since the case studies are written around these criteria it may be valuable for the reader to review the twelve areas before delving into the reports themselves.

It will be quickly noticed that the criteria follow a pattern. First there is a general statement of what ought to exist with reference to the subject area. Next there are specific statements which clarify that general statement. Finally, there is a short discussion which further clarifies the criteria as needed.

## CRITERIA 1

## NEEDS ASSESSMENT

AN ADULT COOPERATIVE EDUCATION PROGRAM SHOULD BE BASED ON IDENTIFIED NEEDS (i.e., NEEDS ASSESSMENT)

Specific Statements

Identified needs are reviewed and revised as needed on a regular basis.

Needs are based on current information.

Learner needs are specified (i.e., in writing) in both career (i.e., vocational) and self-development areas.

Industry's human resources (i.e., manpower) needs are determined and specified in writing.

Information about local or regional programs, past or present, with similar purposes is identified and utilized.

## DISCUSSION

One intent of this concern is that needs be identified, written and distributed to the cooperating parties prior to the setting of objectives. By "current" it is meant that the needs assessment is most useful if performed a relatively short period of time prior to the program start-up. In addition local manpower needs, another important aspect of a thorough needs assessment is the determination of the projected demand, both on a regional and national level, for persons who will be participating in the program. This point is of particular interest in programs which are of a skill training nature. In addition to basing needs on current information, care also should be taken that the information be reliable in that it reflects many points of view.

## CRITERIA 2

## OBJECTIVE SETTING

AN ADULT COOPERATIVE EDUCATION PROGRAM SHOULD BE BASED ON SPECIFIED OBJECTIVES (i.e., WRITTEN GOALS, PURPOSES AND DESIRED OUTCOMES)

Specific Statements

Both cooperating parties are involved in objective setting and review.

Objectives are flexible enough to allow for change based on feedback (i.e., evaluation).

Program objectives are related to identified needs.

Industry supervisors are involved in objective setting.

Objectives are formulated with participants or their representatives (i.e., past, present or potential participants) involved.

Program objectives are clearly stated and specified in writing.

Existing employee representative organizations (i.e., unions) are involved in objective setting.

## DISCUSSION

An important theme in this concern is that there is input from a number of groups and individuals in the setting of objectives. It is especially important that participants and representatives of both cooperating parties be involved in the setting of objectives to avoid conflict at a later time in the programs.

## CRITERIA 3

## STAFFING

AN ADULT COOPERATIVE EDUCATION PROGRAM SHOULD BE STAFFED (i.e., INSTRUCTORS, ADMINISTRATORS, ETC.) WITH APPROPRIATE (i.e., PROGRAM RELATED EXPERIENCE AND TRAINING) PERSONNEL.

Specific Statements

Instructors have on-the-job experience and competence in work areas (i.e., occupations) related to the program.

Instructors and all other staff have preparation/education (i.e., formal and informal, in-service) in adult learning.

Program personnel are replaced or given in-service training as program operations change.

All individuals working with the program are identified (i.e., listed) and their responsibilities are designated.

Job descriptions for instructors and all other program staff are listed.

Instructors and all other staff members have opportunities for professional development (i.e., in-service upgrading).

## DISCUSSION

In addition to the importance of pre-program experience and education, this concern stresses the importance of in-service training opportunities for the program staff. This in-service type of updating may be supported by either of the cooperating parties and include instruction in: adult, academic and personal counseling, characteristics of the adult learner, and adult program planning. This additional training may have as one of its objectives the redirection of staff who might otherwise be replaced as a result of changes in program goals.

CRITERIA 4

PROCEDURES AND MATERIALS

AN ADULT COOPERATIVE EDUCATION PROGRAM SHOULD UTILIZE PROCEDURES AND MATERIALS APPROPRIATE (i.e., SPECIFICALLY DESIGNED) FOR ADULTS

Specific Statements

The subject matter is related to program goals (i.e., purposes, objectives).

Materials (i.e., instructional materials) utilized in the program are appropriate (i.e., specifically designed) for adults.

Opportunities for student "hands-on" application (i.e., practical experience) is provided in the program especially in skill areas.

The physical facilities (i.e., classrooms, learning labs, equipment shops) are appropriate to the learning objectives.

Materials and equipment must be assured (i.e., identified and procured) and available before the program is implemented.

Individual (i.e., individualized, self-paced) instruction is included in the program.

Procedures and materials used by instructors are related to employment experiences.

Participant objectives are stated in behavioral terms (i.e., functions or acts participants are required to perform).

There are specific (i.e., appropriate for adults) diagnostic (i.e., determines participant abilities) and placement procedures in the program.

Group instruction is included in the program.

## DISCUSSION

The primary theme of this concern is that the materials (such as tests, books, equipment, etc.) and methods (such as individualized instruction, etc.) all be specifically designed for and appropriate to the adult learner. In addition, all materials and equipment in skill training programs should be in good repair and representative of the type of equipment that the participant will be coming into contact with in any planned employment. Finally, this concern suggests that, where possible, diagnosis of participant abilities, aptitudes and motivations be made prior to placement in the program in order to maximize the chances for individual success. This diagnosis may be made in the form of tests, but other methods such as interviews may be used as well.

## CRITERIA 5

## PRE-PLANNING

AN ADULT COOPERATIVE EDUCATION PROGRAM SHOULD BE BASED UPON AND SHOW EVIDENCE (i.e., DOCUMENTED, WRITTEN) OF PRE-STARTUP (i.e., PRE-PLANNING, ADVANCED PLANNING) ACTIVITIES

Specific Statements

Representatives from all cooperative organizations are involved in pre-startup activities.

Pre-startup activities are recorded in a document which could include: the overall program purpose; the time frame; budget; general benefit to participants; conditions, tasks, and responsibilities of cooperating agencies; how the program relates to cooperative organizations' goals; funding sources; and personnel requirements.

Potential participants or participant representatives (i.e., past, present, or potential participants) are involved in pre-startup activities.

If a labor organization or employee representative unit exists, it is involved in pre-startup activities.

Community representatives (i.e., agencies, groups or individuals related to program goals) are involved in pre-startup activities.

## DISCUSSION

The document suggested by this concern may be of a formal or informal design, and could act as a guide to the program operation. Most important is that the efforts in this area of planning prior to program implementation be carried out with the inputs of all those groups and individuals who are likely to be affected by the program or are most interested in its outcomes.

## CRITERIA 6

## FUNDING

AN ADULT COOPERATIVE EDUCATION PROGRAM SHOULD HAVE IDENTIFIED AND SPECIFIED (i.e., IN WRITING) ON-GOING SOURCES OF FUNDING AND MATERIALS

Specific Statements

There is a written contractual agreement between the cooperating agencies.

Participants are advised of their personal program expenses (i.e., monetary, time, etc.).

"In-kind" (i.e., other than money, materials, facilities, or equipment) resources are identified and communicated (i.e., cooperating parties are made aware of) where appropriate.

## DISCUSSION

As with any well run educational program, adult cooperative programs must be able to rely on identified and specified resources. Thus an agreement which spells out each of the parties' contributions to the program makes planning possible. "In-kind" here refers to any contributions made by the cooperating agencies which are not a part of the formal agreement. Also in-kind here refers to contributions made to the program by sources which are not members of the cooperative agreement.

CRITERIA 7

ADMINISTRATION

AN ADULT COOPERATIVE EDUCATION PROGRAM SHOULD HAVE AN ADMINISTRATIVE COMPONENT (i.e., WITH INDIVIDUAL AND DESIGNATED AUTHORITY AND RESPONSIBILITY)

Specific Statements

There is an identifiable individual with responsibilities for coordination of all components and day-to-day operations such as selection/engaging of personnel and maintaining the program budget.

Administrative authority and responsibilities are specified (i.e., in writing) and communicated to all groups (i.e., cooperating parties, participants, supervisors, etc.).

There is an identifiable person responsible for each of the program components such as counseling, evaluation and communication.

There is an advisory committee made up of representatives of all affected groups (see discussion).

There is an identifiable (i.e., separate) program budget.

There are specified (i.e., written) procedures, agreed to by the cooperating parties, for selection of an individual to be in charge of the program.

Staff development (i.e., in-service, professional development) opportunities are specified in writing and related (i.e., communicated) to staff.

An effort is made to keep participant paper work (i.e., tests and forms) to a minimum.

## DISCUSSION

A major intent in this concern is that there be an individual to which the cooperating parties, participant and other interested persons can turn to, and who has designated responsibility and authority for program implementation. The advisory group which would make recommendations to the program administrator may be made up of the following: representatives of the cooperating parties (the administrative person in charge may be an employee of one of these organizations), program staff, instructors, employee representative organizations or unions, on-the-job supervisors where applicable and community agencies which are closely related to the program such as schools. This may not be a formal advisory panel but rather an information link with the various groups.

## CRITERIA 8

## JOB PLACEMENT

AN ADULT COOPERATIVE EDUCATION PROGRAM SHOULD INCLUDE SPECIFIED (i.e., IN WRITING) PROCEDURES AND PROCESSES FOR PARTICIPANT JOB PLACEMENT

Specific Statements

Each participant is involved in (i.e., the awareness and opportunity to direct) his/her placement process.

There is a written plan describing the placement process.

The placement procedures are developed and changed when needed by the cooperating agencies.

Program participants are made aware of local and regional job opportunities and the process to learn of other positions.

The program advisory committee is involved in the development and implementation of the placement process.

## DISCUSSION

Job placement in this concern may mean either securing a new position or job upgrading depending on the nature and intent of the program. By having the advisory committee involved in the design and implementation of the phase, a wide range of opportunities may be discovered.

## CRITERIA 9

## COMMUNICATIONS

AN ADULT COOPERATIVE EDUCATION PROGRAM SHOULD PROVIDE FOR (i.e., PLAN AND IMPLEMENT) AN EFFECTIVE INTERNAL (i.e., PARTICIPANTS, STAFF, COOPERATING AGENCIES) AND EXTERNAL (i.e., INDUSTRY MANAGEMENT, EMPLOYEE REPRESENTATIVE GROUP, COMMUNITY, ETC.) COMMUNICATION SYSTEM

### Specific Statements

There is a specific (i.e., written) plan for two-way communication involving all the levels of the cooperating agencies.

The system encourages communication between participants and program personnel (see discussion).

Appropriate local, regional, and national organizations and agencies are periodically informed of program progress.

The system encourages oral as well as written communication.

Participants have access to and can review their educational records.

There is a budgeted item for the communication system.

### DISCUSSION

The important communications between program personnel and participants ideally would keep the participant fully informed of the program's time and effort demands, expectations, work responsibility, changes and most importantly realistic career and personal development opportunities resulting from his/her participation. In addition, participants should be fully aware of the intent and the nature and degree of involvement on the part of the cooperating parties.

CRITERIA 10

EVALUATION

AN ADULT COOPERATIVE EDUCATION PROGRAM SHOULD INCLUDE AN ON-GOING EVALUATION (i.e., PLANNED, PERIODIC, CONTINUOUS)

Specific Statements

Evaluation data indicate degree of objective attainment.

There is a written plan for evaluation data gathering and utilization.

Cost/benefit data are collected in evaluation.

All program components are monitored for (i.e., evaluated with regard to) their relationship to participant job placement.

There is provision for both internal (i.e., within the program) and external (i.e., third party) evaluation.

Participant and staff attitudes are noted in evaluation.

Program spinoffs (i.e., unanticipated benefits and liabilities) are evaluated.

Participant peers (i.e., fellow workers who are non-participants) attitudes (see discussion) are noted in evaluation.

The evaluation design utilizes techniques of experimental research (see discussion).

## DISCUSSION

While evaluation will be determined by the individual information needs of the program, certain information may be helpful to all such efforts. Long range studies of the participant may indicate if the program is making any difference in their work, attitudes or development. This would tie into studies of industry turnover rates and job mobility. The attitudes of participant's fellow workers who are not in the program may point out if there are stigmas attached to participation or resentment of special treatment such as release time. The techniques of experimental research refer to the use of methods of data collection and analysis which produce defensible results as opposed to judgmental statements of program accomplishments.

## CRITERIA 11

## RECRUITMENT AND SELECTION

AN ADULT COOPERATIVE EDUCATION PROGRAM SHOULD HAVE A SPECIFIED (i.e., IN WRITING) PROCESS FOR ACCEPTING (i.e., RECRUITMENT, SCREENING AND SELECTION) PARTICIPANTS

Specific Statements

Recruitment is implemented with the involvement of the cooperating agencies.

Recruitment information (i.e., advertising) clearly states participant's program benefits and responsibilities.

The program has a written recruitment plan.

Minimum qualifications for including participants in the program are specified (i.e., in writing).

Individuals not included in the program should be given reasons for non-selection.

## DISCUSSION

Recruitment refers to any methods by which programs are made known to potential participants. Often, this takes the form of advertising. When programs are announced to potential participants it is important that information (accurately and honestly) describes the program, what the participants can expect to be the result if they complete the program, and what the intended outcomes are. Likewise, where a program has as an end result "new" employment, industry minimum requirements for placement need to be clearly stated.

## CRITERIA 12

## COUNSELING

AN ADULT COOPERATIVE EDUCATION PROGRAM SHOULD PROVIDE EFFECTIVE (i.e., APPROPRIATE FOR ADULTS) COUNSELING SERVICES (i.e., ACADEMIC AND PERSONAL)

Specific Statements

All staff members are involved in providing (i.e., referrals to counseling services) counseling.

Counseling services are readily available (i.e., awareness and accessible) to program participants.

Program personnel involved in counseling have adequate preparation (i.e., education and experience) for working with adults.

A referral system (see discussion) is part of the counseling component.

Provisions are made to assist persons with learning and/or physical handicaps.

Both cooperating agencies are involved in (i.e., participate in the planning and execution of) the counseling services.

## DISCUSSION

While all staff members may be involved in the process of counseling, that is identifying problem areas or referring participants, not all will act as counselors. It is a theme of this concern that a procedure be established by which supervisors, co-participants, staff members or others can refer participants who are experiencing problems to proper individuals. In addition, there may be a mechanism whereby professional help can be sought by program staff for students with particular problems.

## GUIDE TO USING SELECTED CASE STUDIES OF COOPERATIVE ADULT EDUCATION PROGRAMS

### Format

Each case study is subdivided into the following areas:

1. Background Information

   This will include some information on overall program effort, the program development, and any other pertinent supporting information.

2. Roles and Responsibilities

   This area defines the cooperation and simply states the importance of both the industry and the state educational agency.

3. Participant Reaction

   The attempt here is to discuss how participants in the programs view the effort and, where possible, the attitudes of co-workers.

4. Concern Related Information

   - Need Assessment
   - Objectives
   - Staffing
   - Procedures and Materials
   - Pre-Planning
   - Funding
   - Acceptability and Screening Participants
   - Administration
   - Job Placement
   - Communications
   - Evaluation
   - Advertising (Not in all case studies)
   - Counseling

   Each of these areas are discussed as they relate to the criteria found in the Introduction of this publication.

5. Outstanding and Unique Features (Not in all case studies)

   This area may cover any features which were deemed by the site visit team to be worthy of special attention.

6. Additional or Special Report (Not in all case studies)

Site Team Members

A list of the team members for each site visit is attached to each case study. These people were selected from the consultant list found in the Acknowledgements section.

Date of Operation

Each of the programs visited were in operation during the late spring of 1975. Since these efforts often phase in and out according to needs, there is no guarantee that these same programs are in operation as of the publication of this product.

SITE VISIT REPORT

WHARTON COUNTY JUNIOR COLLEGE
AND
JOHNSON TESTERS, INC.

COOPERATING AGENCIES:

Industry:

Johnson Testers, Inc.
Sugarland, Texas 77478

Mr. John Bogard

State Affiliated Agency:

Wharton County Junior College
911 Boling Highway
Wharton, Texas 77488

Dr. John Brooks

Program Purpose:

To provide training to Johnson employees to aid them in becoming machinists.

BACKGROUND

Overview

Wharton County Junior College works with Johnson Testers, Inc. to provide skill training for machinist trainees at the Johnson plant. The course is taught from 10:00 p.m. to 12:00 midnight at the plant site one night a week for 50 weeks. Employees have 1/2 hour off their regular shift (shifts run from 4:00 to 11:00 and 11:00 to 7:00) and get paid "time-and-a-half" for a second half-hour. Thus, a person on the 4:00 to 11:00 shift would attend class from 10:30 p.m. to 12:00 p.m. and a person on the 11:00 to 7:00 shift would attend from 10:00 p.m. to 11:30 p.m. The class is taught by a regular member of the Wharton County Junior College staff and Johnson pays a specific amount per student, based on opening enrollment. Also the class is supported with funds from the Texas Education Agency.

## Program Development

This program was initiated upon a request from the Personnel Director of Johnson Testers, Inc. to the Dean of Vocational and Technical Education at Wharton County Junior College. Dr. John Brooks, the Director of Continuing Education, was later given the responsibility to develop and administer the cooperative program.

Dr. Brooks indicated that the usual procedure followed by his office in development of a cooperative program was as follows:

1. The Director of Continuing Education interviews the Personnel or Training Director and makes several visits to the plant to get agreement as to the industries needs.

2. A training schedule curriculum and outcomes are developed and agreed upon based on needs.

3. A complete understanding between the institution and industry is agreed to in writing.

4. The agreement is submitted to the Junior College's President and Board of Trustees for approval.

5. The selection of an instructor is made by Dr. Brooks in consultation with the appropriate division chairman and with consent of the industry.

6. Certification of the instructor and application for approval of funding are then submitted to the Texas Education Agency.

7. The program is then begun after approval from all agencies and parties has been received.

## History

Wharton County Junior College, one of the oldest junior colleges in Texas, has a history of participating in cooperative educational projects with industry. There is an apparent feeling by all segments of the surrounding community that the college should serve the community in any way it can. This feeling is also shared by the college staff. In addition, the philosophical basis for this approach to education can be found throughout the state by the amount of research, teaching, and extension being conducted by public institutions for all areas of society, including private industry.

Examples of Wharton County Junior College cooperative projects include a past program with Imperial Sugar Company, Sugarland; Gulf States Tube Corporation, Rosenberg; and Woods and Copeland Tractor Company in Wharton. There are also programs with other industries and public agencies.

Johnson Testers, Inc., on the other hand, has another cooperative program with the University of Houston. The scope and nature of the program is very similar to the project which the company has with Wharton County Junior College.

While Wharton County Junior College has been participating in Cooperative Adult Education programs of this nature, other areas of adult education have also been growing. The Junior College is the prime sponsor for adult basic education and supervises a three-county co-op funded by the Division of Adult and Continuing Education, Texas Education Agency. The college has, also, entered into a number of educational and skill training programs for adults funded through various legislative acts. According to the director of Continuing Education at the college, the potential for growth and development of adult education programs in the surrounding area is "just great."

## ROLES AND RESPONSIBILITIES

### Industry

The program, as outlined in the agreement letter, specifically indicates the roles and responsibilities of each cooperating party. Johnson Testers, Inc. provides tuition funding for the program on a "per student hour contact basis." Also, the industry provides funds for the purchase of specified materials used as teaching aids. Books may become the property of the student. Since the class is taught in the plant, the facilities are provided by Johnson as is any time required on specific machines or equipment that production time allows.

### Educational Agency

Wharton County Junior College provides additional funding through its application to the Texas Education Agency for payments according to the number of contact hours generated. A portion of the teacher's salary is paid out of this money, as well as mileage for the instructor due to the distance he must travel to and from the plant site. The costs for such services as reproduction of materials, administration, production of certificates and program evaluation are also supported from funds supplied by the Texas Education Agency and the normal operating

budget. Finally, in-service training is provided by the Junior College for all its staff and these activities are the responsibility of the Junior College.

## PARTICIPANT REACTION

As a whole, the participants looked upon the program favorably with a feeling that the program was meeting some of their needs as machinist trainees. Expressing that the program was providing a general knowledge in machining, the participants felt a need for more orientation between the management, the participants and the teacher as to the overall goals of the program.

The participants stressed that the instructor was doing a good job but felt that the central purpose of the course was not made known to them in coordination with the teacher, and the program director of the Junior College. This caused some students difficulty in relating instruction to their immediate job assignments. Some students wished they could vary their present assignments in order that they might implement knowledge gained in the class.

## NEEDS ASSESSMENT

The program was set up to replace an existing internal program within the industry. The needs assessment was done primarily by the industry and with reliance on the Junior College in determining specific course content. Early in the planning the industry saw a need for and requested some oral and written communication skills development; but, in the final analysis, this area was not included in the program. The needs assessment was made in writing to the Junior College and written agreements for providing the program were made by both parties.

The needs for the program primarily grew out of internal needs of the industry to relieve their foremen from teaching machinist trainess as a part of the foreman's work load. The industry was previously using correspondence material through International Correspondence Schools (I.C.S.) as their internal program. To change from this internal program and to relieve foremen, they sought someone outside and decided upon Wharton County Junior College. Wharton was chosen because of its strong vocational education department, because other employees had attended there and because of the college's history of work with industries.

## OBJECTIVES

The objective of the program was to provide participants with basic knowledge and information that would enable them to perform as machine shop apprentices. Outside this broad, general objective of the program neither the industry, the program director nor the instructor have specific written objectives relating to specified needs. The objective is primarily set forth to meet industry's manpower needs in terms of getting people hired into the plant and does not receive input from the participants. The objectives are not reviewed and revised as the program progresses; revisions are made only at the end of the course. The foremen at the plant are not involved to a great extent in objective setting in that the program was developed to replace the internal plant training program for machinist trainees. The instructor does meet monthly with the foremen to discuss progress of the program.

The course outline follows:

| | |
|---|---|
| Introduction and pretest | 2 hours |
| Practical arithmetic | 30 hours |
| Elements of print reading | 5 hours |
| Reading shop prints | 12 hours |
| Formulas (for machining) | 5 hours |
| Measuring instruments | 10 hours |
| Layout | 5 hours |
| Turret lathe | 5 hours |
| Engine lathe | 15 hours |
| Practical geometry and trigonometry | 5 hours |
| Numerical control machining | 5 hours |
| Posttest | 1 hour |
| TOTAL | 100 hours |

## STAFFING

Once the Director of Continuing Education at the college has determined the nature of a project which an industry needs, he ascertains the availability of instructors. His first step is to determine the feasibility of employing a staff member at the college. If this possibility does exist, he and the chairman of the division in which potential instructors are located, determine jointly who should be asked to participate. If the instructor must be acquired from outside the college, the Director of Continuing Education employs the instructor in consultation with the industry and certification is sought from the Texas Education Agency.

Because of the pressures of work load, lack of adequate funding, distance between off-campus programs, and the time-frame of programs, the Director of Continuing Education indicated that he could not completely supervise all instructors nor provide all the needed preservice and/or in-service training. He indicated a need for additional supporting staff in the division to provide these services. In lieu of these services, the director seeks the most qualified individual available to instruct in the program.

Some in-service training is provided at the college. However, the nature and content of the training was not specific to this effort except for the adult basic education program. The project director feels that through participation in adult education projects, instructors do acquire some of the knowledge needed to be effective in working with adults in need of special remedial training.

The responsibilities of each individual in the program, although not formally designated in writing, seemed to be known by all the parties.

## PROCEDURES AND MATERIALS

Although no formal course plan was evident, it was quite apparent that the instructor knew which topics, in general, were to be fitted into various time-frames (see objectives section). He knew at which times new books and related materials were needed by the students in order to cover the specified topics within the designated course-schedule.

In general, the teaching materials were of these types:

1. Commercial materials--tests, supplementary study materials, reference materials, and instructional guides. Also used were guidebooks available on specific machines from their manufacturers.

2. Teacher-made materials--handouts, illustrations, etc.

3. Shop tools--calipers and other instruments which were utilized to demonstrate practical applications of the subject matter being studied.

Although some of the materials were not directly related to the students' present work, it was generally perceived that the three divisions--basic mathematics, blueprint reading, and instruction in the machine shop--would be useful in future employment activities. The participants did seem to feel that the materials were related to helping them become a better employee in the industry.

A brief perusal of the materials indicated that, in general, they were appropriate for the adult students. There was some feeling that the reading level of the materials was somewhat difficult for some of the students but that, in general, they were acceptable for the group as a whole.

Other than working with tools during the instructional activities, there had been little opportunity for "hands-on" activity by the students. However, the last part of the course, which had not been conducted at the time this report was written, would provide for instruction in the shop with utilization of various machines.

The physical facilities provided an atmosphere conducive to promoting socialization as well as learning. By being seated around a large table, students could interact with each other without disturbing the entire class. In addition, they could assist each other in the learning activities, when needed. The convenience of the "snacking area" also provided opportunities for students to carry classroom discussions beyond the physical and time constraints of the classroom situation.

Much of the instruction occurred in the group situation. This enabled students to assist one another in clarifying points of confusion and/or questions. However, little provision was made for individualization of instruction, a needed technique because of the wide diversity of abilities of the students. This need was recognized by both the instructor and the program director.

## PRE-PLANNING

The pre-planning activities were, at the beginning, carried out by persons other than those currently involved in the program. Dr. Brooks did not make the initial contact and Mr. Bogard of Johnson Testers, Inc. was not the industry representative at that time.

The activities which made up this phase have been reviewed in the background section of this report. Basically, the visit to the plant between the Wharton County Junior College representative and the industry personnel manager set the planning in motion.

An instructor was then employed by the Director of Continuing Education in consultation with Johnson Testers, Inc. This instructor then developed a course outline and objective statement. Finally, this pre-planning culminated in a letter of agreement from the industry specifying various conditions. This letter is more fully discussed in the section of this report on funding and materials.

Actual involvement in the pre-planning was limited to the industry personnel manager and the Wharton County Junior College representative at that time. Input was received from the proposed staff; however, there was an indication that the instructor came on after the pre-planning was well under way. Also, from the industry standpoint, there was an indication that foremen from Johnson Testers, Inc. were involved in planning, but not in a total group setting with the Junior College in attendance. Finally, there was no involvement of participants or others in the pre-planning activities.

## FUNDING

While a formal contract does not exist, a letter of agreement was written by the industry which contained the following components:

1. A general statement as to the purpose and overall goal of the program.

2. A statement of the number of students, cost per student and number of contact hours.

3. A statement to the effect that the letter represented a formal agreement upon the final approval of Johnson Testers, Inc. as to the objectives, content, staffing and structure.

4. The beginning and ending dates.

5. A statement confirming that books would be purchased by the company.

6. A statement which specified certain meeting times between the foremen and the instructor.

7. A statement that beginning and ending testing would be contemplated and that approval for such tests was given by the industry.

8. Providing for a final report to the industry personnel manager at the end of the program.

9. A statement suggesting a second class be contemplated to begin some three months after the first is under way.

This letter may or may not be legally binding, its importance is in that it does exist and provides some clear guidelines as to each party's responsibilities.

The total cost of the program is specified in a budget prepared by Wharton County Junior College. This would indicate that about 50% of the costs are borne by each of the cooperating parties. Dr. Brooks indicated that for courses taught at plant sites this is a reasonable estimate. When a program is taught on the campus, the cost would shift, with the Junior College paying something like 60-65% of the cost.

There are no additional sources of income to the program other than that supplied by Johnson Testers, Inc. and that provided by the Junior College through the Texas Educational Agency. However, there are points in the program where use of a particular machine may be necessary. When this occurs, machines at the plant are used though this is not specified in the agreement letter.

Participants are not required to pay for the program. However, part of the upgrading in the plant is based on personal purchase of machinist tools (i.e., measuring instruments). These personal tools are used during the instruction though not required.

It may be interesting to note that Johnson Testers, Inc. pays a specific amount per student at the beginning of the instruction. Though the number of students currently enrolled is less than half the original number, the cost remained at the full enrollment level. In addition, no new students were added during the year.

## ADMINISTRATION

Dr. John Brooks has administrative responsibility to the Junior College for the cooperative program. These responsibilities include:

1. Development of the agreement with the industry.

2. The recruitment and recommendations for hiring of the instructor.

3. All coordination with the industry.

4. Arranging for the credentialing of the instructor as necessary.

5. Gaining Texas Education Agency approval for funding.

6. Establishing and maintaining the budget.

7. Reporting to the Texas Education Agency.

8. General supervision of the program.

Many of the day-to-day operations within the program are handled by the instructor. It should be noted that the program is conducted at the plant site which is more than thirty miles from the Junior College campus. This puts a great amount of responsibility for the program on the instructor. Though there is close liaison between Dr. Brooks and the instructor during the daytime hours at the home campus, the great distance prevents the administrator from working more closely with the program at the plant.

An advisory committee for this specific program does not exist. The Junior College has an overall advisory committee for its total continuing education effort.

There is an effort to keep paper work to an absolute minimum. Each participant completes an enrollment form which gives name and address information. This is used to develop the class roll and further to place the individual on the mailing list to receive announcements of other college course offerings. There are some written examinations, but the emphasis is on discussion, demonstration and group reading.

## JOB PLACEMENT

There is no job placement component in this program. Participants do receive a certificate which may aid them in future employment searching.

## COMMUNICATIONS

The communication system of this project, aside from the original agreement, is typical of the informal, friendly relationships which are characteristic of this region. There were several trips to the industrial site by the Director of Continuing Education and meetings with the personnel director of Johnson Testers,

Inc. to establish the program. The relationship is now on a first name basis and any communications are handled by phone. It should be pointed out that several formal communication steps started the project. They were:

1. A written agreement approved by the company, the college president, and the Board of Trustees.

2. Formal approval of the Texas Education Agency for further support.

3. The contract with the instructor.

The instructor has close communication with the director as they are both on the Wharton County Junior College campus. The instructor maintains close informal communication with students and the shop foremen as the class is conducted on company premises adjacent to the machine shop.

The Dean of Vocational-Technical Programs for the college is kept informed on the progress of the project as is the President of Wharton County Junior College.

The students do not have access to their academic records, as few records are kept. There is no effort to request transcripts from previous educational institutions and the thrust of the cooperative project is to improve the student's effectiveness as an employee in the machine shop. The program has a specific purpose that is not viewed as part of an educational continuum by the students, the company or the community college.

## EVALUATION

The major responsibility for evaluation of the Cooperative Adult Education Program sponsored by Johnson Testers, Inc. and Wharton County Junior College is assumed by the instructor of the program. Although there is no written plan for evaluation, the prime criteria of success for students are adequate performance on the job and completion of 100 hours of class time with the subsequent aware of a certificate from Wharton County Junior College. Evaluation is informal in nature and does not involve cost/benefit analysis.

Employees hired by Johnson Testers, Inc. machine trainees are required to enroll in the educational training program. If a student leaves the program, he usually leaves Johnson Testers, Inc. This policy, as expressed by the program administrator, is the result of a severe need on the part of Johnson Testers, Inc. for trained machine operators.

Program enrollment began with twenty students in September of 1974 and presently, ten students are in attendance. Follow-up of the students leaving the program has not been done thus far. However, it is the opinion of the instructor and the program administrator that the reasons for such attrition are varied and non-program related. The first assessment of progress in this program was done by the instructor and the administrator in the early part of 1975.

Evaluation is basically an internal process in this program, done by the instructor, students, and the program administrator. However, the instructor does receive information from plant foremen who are involved with students in the regular work situation and who also provide instruction on machine operation. The foremen express problems that they encounter with the students in the shop and the instructor helps to solve these problems. In addition, new employees not yet enrolled in the program express a favorable opinion of the program and desire to become participants even though they were not aware of the total operation.

The instructor is evaluated at the conclusion of the program by the administrator and by the students who respond to a questionnaire form as an evaluative instrument. Students are evaluated periodically by the program instructor through the use of tests. In addition, the contract provides for a pre-test administered at the beginning of the program followed by a post-test at the conclusion.

Several spinoffs have been recognized as a result of this program. It was indicated that the better students enrolled in the program at Johnson Testers, Inc. tend to increase their motivation and, thus, enroll in regular credit courses at Wharton County Junior College. Johnson Testers, Inc. and Wharton County Junior College have established a relationship which blossoms into other areas of program development.

The instructor indicated that he felt the experience aided him in his regular teaching at the Junior College. It provided him with a chance to become familiar with machines not available at the campus and gave him a closer link with the type of work Junior College graduates would be doing in future employment.

## ACCEPTING AND SCREENING PARTICIPANTS

The acceptance and screening of participants are mainly handled by Johnson Testers, Inc. As new people apply for work they are questioned as to their background and experience in the machinist field. If a person is hired who has an extensive background, he or she will not be put in the program.

When a person is hired without this background he is assigned a non-technical position in the plant until he can be put through the training program. Thus it might be said that participants are selected for the program by their selection as machinist trainees.

## COUNSELING

Counseling services are not provided within this program. However, as stated by the program administrator and the instructor, there is a need for such services. Affirmative action policy has resulted in the employment of those persons who previously were unable to secure work. These persons generally have little or no training and often do not have a high school education. The program administrator stressed the belief that these persons represent the most unsettled segment of the population--the adult with lower economic status, lacking continuous employment and beset with personal problems.

Attrition of students enrolled in the program has been seen at all educational levels. It was expressed that most attrition was due to an inability to relate to other employees, family problems, and insufficient command of the English language. The program administrator indicated that this program would do well to include a social adjustment segment for students. However, Johnson Testers, Inc. need to train persons to operate machines has been so acute that this is their major concern.

The publicity received within the community from the cooperative effort of Johnson Testers, Inc. and Wharton County Junior College has been instrumental in fostering a sense of pride within those local residents who possess a certificate verifying completion of class work at Wharton County Junior College.

The program director further indicated that a counseling component could improve the total program by assisting students with social, academic and economic concerns, thus, strengthening the self-concept of the student and helping to reduce stress on the job and within the training program.

SITE TEAM MEMBERS
VISITING
WHARTON, TEXAS

May 6-9, 1975

| CONSULTANTS | REPRESENTING |
|---|---|
| Dr. Gary Beasley<br>Southern Region<br>Weyerhaeuser Company<br>P.O. Box 2288<br>Columbus, Mississippi 39701 | Industry |
| Dr. Abram Friedman<br>Career and Continuing Education<br>Los Angeles City Board of Education<br>450 N. Grand Avenue, Room A-431<br>Los Angeles, California 90012 | Local School System and Regional Occupational Centers |
| Dr. Don F. Seaman, Associate Professor<br>College of Adult Education<br>218 Harrington Educational Center<br>Texas A&M University<br>College Station, Texas 77843 | University, Adult Education |
| **Project Staff** | |
| Mr. James Granger<br>Assistat Director<br>Cooperative Adult Education Project<br>The Center for Vocational Education<br>1960 Kenny Road<br>Columbus, Ohio 43210 | The Center for Vocational Education |
| Ms. Patricia Winkfield<br>Doctorial Student--Adult Education<br>Cooperative Adult Education Project<br>The Center for Vocational Education<br>1960 Kenny Road<br>Columbus, Ohio 43210 | The Center for Vocational Education |

SITE VISIT REPORT

LOUISIANA STATE DEPARTMENT OF EDUCATION
AND
B. F. TRAPPEY AND SONS

COOPERATING AGENCIES:

Industry:

B. F. Trappey and Sons
Mr. Randolph Trappey
Post Office Box 3386
Lafayette, Louisiana 70501

State Affiliated Agency:

Project Administrator:

Mrs. LeVerne Knotts, Director
Adult Education
State Department of Education
State Capitol
Baton Rouge, Louisiana 70804

Local Project Director:

Mr. Robert Arceneaux
Louisiana State Department of Education
Project APPLE-CORE*
18th Street
Lafayette, Louisiana 70501

Program Purpose:

The program is designed to aid employed persons, improve academic and occupational skills necessary to retain and/or advance in their employment.

BACKGROUND

Overview

The State Department of Adult Education funded Mr. Arceneaux and the project staff to design, implement and evaluate project APPLE-CORE. Mr. Arceneaux is on leave from Lafayette Parish

*Adult Prescription Program for Level of Employment Career Oriented Education (APPLE-CORE)

Schools where he was director of Adult Education for the Parish. APPLE-CORE staff have been hired from within the Parish to carry out the project. Also staff (see attached list) from the University of Southwestern Louisiana in Lafayette are assisting in the job opportunities survey and curriculum development activities of the APPLE-CORE project.

The B. F. Trappey and Sons Canning Company is the private industrial firm working with APPLE-CORE. The company employs between 100 and 600 people during the year. There are approximately 100 permanent or core staff. There are approximately 250 people who are on call and employed as needed during the year (permanent/seasonal) and there are approximately 250 positions that are filled just during the peak canning season of June-September (seasonal).

APPLE-CORE Project Staff:

Mrs. LaVerne Knotts
State Director for Adult Education and Project Administrator

Mr. Robert Arceneaux, Project Director
(on leave from the Lafayette Parish as Director of Adult Education)

Mrs. Gerry Landry, Project Staff
Adult Education Teacher
(working with the city government and hospitals)

Mr. Anatole (Pete) Cormier, Project Staff
Adult Education Teacher
(working directly with the B. F. Trappey and Sons Company)

Mr. Harold Mitchel, Paraprofessional
(works with adults in all phases of the project who are preparing for the GED. Mr. Mitchel has completed his GED and is working toward a Bachelor's degree at the University of Southwestern Louisiana in Lafayette)

Mrs. Gertrude Bass, Project Secretary

Other personnel assisting the project:

There were four (4) "student aides" assisting the project. There are students from the University of Southwestern Louisiana (U.S.L.) who are working towards Bachelor's degrees in secondary education who are serving as aides in the various class situations of APPLE-CORE (city agencies, hospitals, industry).

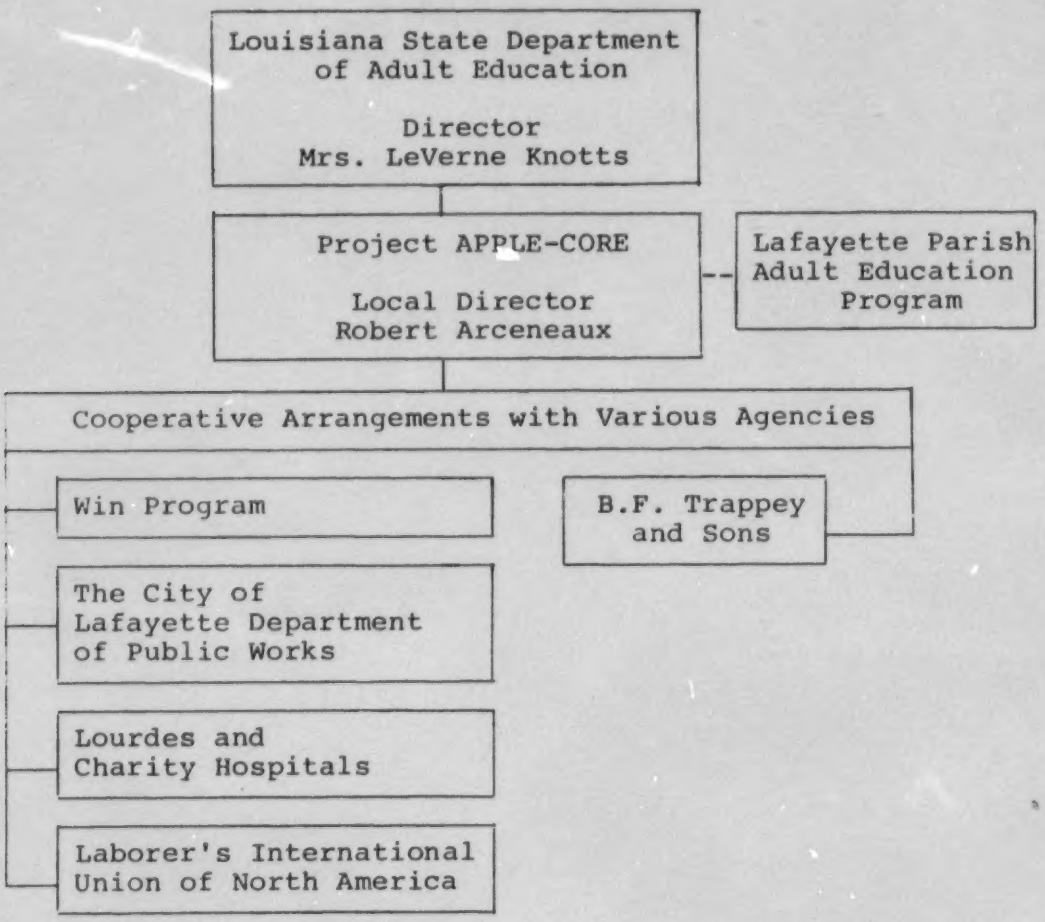
Also assisting the project are three (3) staff members from U.S.L.

Dr. Thomas Nevitt, Vocational Education, who is helping design and implement a job opportunities survey for Lafayette. The survey is being conducted for five (5) cooperating agencies (Chamber of Commerce, University of Southwestern Louisiana, Louisiana Department of Employment Security, Lafayette Parish Pupil Placement Office and Project APPLE-CORE) instead of conducting separate surveys.

Dr. Juanita Cox, Reading Specialist, is assisting in the curriculum development phase of the project.

Mr. Charles Blanchard, Math Specialist, is also assisting in curriculum development for the project.

The ORGANIZATIONAL arrangement for the project is outlined as follows:



The Site Visit Report describes the cooperative state and industry adult education program between B. F. Trappey and Sons and Project APPLE-CORE.

The purpose of Project APPLE-CORE is to aid unemployed and employed persons improve academic and occupational skills necessary to retain and/or advance in their employment. This purpose has been applied specifically to twenty individuals working at the B. F. Trappey and Sons Canning Company located in Lafayette, Louisiana.

## Program Development

Mr. Randolph Trappey discussed the problem of high employee turnover at the plant with Mr. Arceneaux during a meeting of the Lafayette CETA Council. Both Mr. Arceneaux and Mr. Trappey are members of the council. Mr. Arceneaux described the purpose of Project APPLE-CORE to Mr. Trappey and they agreed to implement the concept at the plant for approximately twenty employees on a pilot project basis.

The reader should realize that Project APPLE-CORE was designed initially for unemployed adults and adults employed by other agencies in Lafayette. The staff, curriculum strategies and preliminary procedures had been identified, developed and were immediately available for implementation at Trappey. The concept of incorporating the tools, job activities and materials employees used on the job was continued with the Trappey program.

# ROLES AND RESPONSIBILITIES

## Industry

Mr. Trappey, the personnel manager, plant superintendent and department heads selected twenty employees who could benefit from the program. The company provided a classroom on site for program use. Initially employees were given one hour release time from work with pay to be matched with one hour by the participants for a total of two hours total class time. As the program and the canning season progressed employees are participating on their own time (after work) and they will be given paid time off at a later time in the year when the peak canning season is over.

Educational Agency

Project APPLE-CORE provides the teachers, teacher aides, and program supervision. The commercial materials for the program are provided by APPLE-CORE. However, most of the teaching materials for the program are the forms, reports, and canning labels used by the participants on the job.

## PARTICIPANT REACTION

Program participants accept the training as beneficial to personal growth and development and as an opportunity for advancement within the plant operations. This educational opportunity appears to positively strengthen the participants' view of the plant administration especially since compensatory time will be allowed for the training time.

Participants regard the program as an opportunity to meet needs which they have in order to understand their jobs better--hence, do a better job!

Some co-workers interviewed expressed a desire to be in the program (twenty people). Not all who volunteered were selected. However, those not selected hope to enroll in the next class. Present participants have reinforced their peers' desire to participate.

No written process for accepting participants is available. However, the criteria stated in the APPLE-CORE Project proposal specifies that those selected must be over sixteen years of age and functioning below fifth grade educationally, as tested.

Participants volunteered for this pilot project. Selection was made by the personnel director of the plant and by the plant supervisor. They were accepted for training by Mr. Arceneaux of the educational agency after close screening.

As the program was presented to the employees, a clear explanation was made as to the advantages of participation both in self-development and in job upgrading. Participants were encouraged to ask questions to clarify points unclear to them.

At the present time, participants are bringing forms relevant to their job and materials of concern to them (i.e., record sheets) into the class. They are encouraged to do so by the instructor. This activity motivates the participant to attend and encourages learning.

There is no certified counselor in the project. However, because of his excellent rapport with the participants, the instructor listens to problems and/or personal concerns. Where he deems necessary he makes referrals to appropriate agencies where counseling services are available. Group discussions are held occasionally, thus, allowing for group interaction. Many problems are solved by the participants themselves through group sessions.

The educational agency is considering using the services of a certified vocational counselor as a resource person to the project.

## AREAS OF SPECIFIC INTEREST

The following twelve areas were identified prior to visiting the cooperative industry and education program in Lafayette, Louisiana. These interest areas serve as a guide for reviewing the cooperative program on-site.

## NEEDS ASSESSMENT

There was no systematic assessment made of the employee needs at Trappeys. Problems of high employee turnover were identified by Mr. Trappey and an informal agreement to conduct a pilot project at the plant was made.

As participants were identified and attended the class sessions their individual needs were identified and discussed with the teacher. A very brief entrance level "exam" for reading and arithmetic was given to each participant at the third or fourth class session. The discussions and test were helpful in designing each person's program and to aid each in establishing realistic goals.

## PROGRAM OBJECTIVES

The Trappey program objectives were adapted from those established in the APPLE-CORE Project. There are no written objectives for the Trappey program.

APPLE-CORE was started in June 1974. Initial discussions with Mr. Trappey and planning for the industry program spanned November 1974-January 1975. The Trappey program started February 1975.

## STAFFING

The instructional staff for the Trappey program consists of one staff member who instructs and two "paraprofessionals" (teacher aides). The two aids are seniors from the University of Southwestern Louisiana.

The subject matter of the program is the actual work of the learners at the low literacy levels. The subject matter essentially includes items such as reading labels from cans and quality control instructions. Even though the instructor has not had work experience (at Trappey's) the employees (Trappey's) have continuously brought work and literacy needs into the classroom.

The staff member who is instructing at Trappey has had some minimum experience in adult learning prior to coming to the program. However, he is constantly coached by the project director who is a highly experienced adult educator. This staff member (Trappey instructor) is currently pursuing an M.A. in secondary education with a minor in adult education. The two "paraprofessionals" are studying for an undergraduate degree in secondary education at the University of Southwestern Louisiana.

No formal in-service programs are provided for the staff. It was the opinion of the project director that none was needed at this time.

## PROCEDURES AND MATERIALS

The diagnostic material is staff-made but is based upon the inputs from acknowledged sources.

The teaching materials are from two sources. There are commercial material, specifically for adults, from Follett, and Steck-Vaughn. These are supplemented by specific materials from the work situation (e.g., labels, quality control sheets).

The use of commercially produced materials for adults is in use. Other material came from the learners' adult working situations.

This program does not include on-the-job skills other than literacy. Here, the "hands-on" is achieved by using printed materials from the work situation.

The physical facilities for the program class are provided by Trappey. The classroom contains picnic tables and benches which are used by the participants. The classroom is lighted but not air-conditioned.

The entire program is based on individualized instruction. It is a diagnostic/prescriptive/teaching program, therefore, highly oriented towards individualized learning. The course is not time restricted and employs full open-entry and open-exit techniques.

Each individual learner has his own program, which is recorded on his "Prescriptive Program Outline" which is on the reverse side of the "Individual Record" (see the attached form in Appendix A).

There are a series of diagnostic tests administered on an individual basis. For example, there is an arithmetic test which is usually read by the instructor to the learner to facilitate diagnosing arithmetic, rather than reading level. A graded word list is used as well as a reading readiness test. Context clue tests are also used to diagnose English levels. A sight word test is administered. Based on these diagnostic tests, an individual prescriptive sheet is prepared for each participant.

From time to time, the participants meet in small groups. These sessions are usually problem oriented rather than subject matter oriented.

## PRE-PLANNING

The APPLE-CORE Project was established prior to the beginning of the Trappey program. An informal discussion between Mr. Arceneaux and Mr. Randolph Trappey started the planning for the Trappey program. The experience of implementing the APPLE-CORE concept in other agencies (see organizational chart) was available and helpful to developing the Trappey program.

## FUNDING

The Trappey program is operated at no out of pocket cost to the participants. They do contribute some of their normal off time to participating in the program.

Other or "in kind" resources available to the Trappey program include the total APPLE-CORE project staff who are available for consultation, the three (3) consultants from U.S.L. and the procedures developed for other APPLE-CORE activities.

Project "APPLE-CORE" is state funded (3096 funds through the Louisiana State Department of Education) for one year. When this year is completed and if funding is not received from the state, the local participating groups have indicated their willingness to provide on-going funding. Mr. Trappey has also indicated a willingness to continue the company program regardless of state funding.

## ADMINISTRATION

The Trappey program is directed by Mr. Arceneaux and the instructor Mr. Cormier. On-the-job supervision and observation of employee performance is coordinated by Trappey supervisory personnel.

The project is conducted under an informal oral agreement between the cooperating parties, e.g., Mr. Trappey and Mr. Arceneaux.

## JOB PLACEMENT

There is no written job placement plan for the Trappey program. All of the people participating in the program are employed by the B. F. Trappey and Sons Company. However, there are plans to promote participants to better paying jobs in the plant as soon as they can demonstrate the ability to perform work related activities.

## COMMUNICATION SYSTEM

Communications between the cooperating parties, program staff and local agencies are on an informal basis. The project director and staff members knowledge of the Project APPLE-CORE concept, local agency services available via the interagency committee and the participants in the program are visible.

The organization of the Trappey program encourages oral and written communication skills by using both individualized instruction and group discussions.

## EVALUATION

The pilot project with B. F. Trappey and Company has only been going a short time (three months) and the only evaluation so far has been informal. When the pilot project is finished a more formal evaluation by the project director is planned.

The industry has not yet made a formal cost/benefit study. Normal supervisory appraisal of the employees indicates that the company is satisfied because the employees are performing better. The major evaluation criteria will be the individual participants ability to read and compute better on the job. The result of accomplishing these objectives is a better paying job at the Trappey plant.

## ACCEPTING/SCREENING PARTICIPANTS

The B. F. Trappey Company is a vegetable canning factory which employs between 100 and 600 people depending upon the season. Employees are in three (3) basic groups, e.g., permanent (approximately 100), seasonal/permanent (approximately 250) and transient (approximately 250). The 100 permanent employees make up the core staff employed on a twelve-month basis. The 250 seasonal/permanent employees are hired on a stand by basis.

The so called "transient" group (approximately 250) are hired as needed on an hourly basis during the peak canning season. There is a high turnover rate of individuals in this group. During the season it may be necessary to hire 500 or 600 or more people in order to have the necessary labor to meet the company's needs.

There are eighteen students from the permanent full-time group and two students from the part-time permanent group. The supervisors made the original selection on the basis of job need and employee need. The program is entirely voluntary.

The twenty program participants were identified by the company supervisors. They were asked if they wanted to participate in the program by their supervisor. During this informal contact these individuals were informed of the potential for a better paying job in the plant if they could read and/or compute better.

## COUNSELING SERVICES

Formal counseling services are not provided in the program for Trappey employees. However, the instructor does refer participants to community agencies for assistance.

## OUTSTANDING/UNIQUE FEATURES

The rapport between Mr. Arceneaux and his contacts, the informality of the operation and the apparent high level of trust among all who are involved in the program. The teachers have flexible plans and utilize materials the students bring from their work in each class session.

The Trappey program involves people who are at a very low reading and math level. Upon successful completion of the program, participants are considered for promotions and salary raises.

Mr. Arceneaux and his staff exhibit a high level of commitment and belief in people. It appears that their approach coupled with their desire and ability to "get the job done" has generated a great deal of trust among all parties and participants involved with the program.

# APPENDIX A

## PROJECT APPLE CORE
## INDIVIDUAL RECORD

Name _____ Age _____ Sex _____

Address _____ Phone _____

Educational Level Completed _____ Marital Status _____ No. of Dependents _____ Job Title _____

Employed by _____ Department _____

Length of Time on Job _____ Brief Job Description _____

Vocational Interests

1. _____
2. _____

Avocational Interests

1. _____
2. _____

Working Hours _____ to _____ Attending Class _____ Hours _____ Days _____

Student Goals _____

_____

_____

PRETEST

WORD LIST 1 2 3 4 5 6 7 MATH L1 L2 L3 L4

| Date | Name of Test | Form | Level | Reading | | Mathematics | | English | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Voc. | Comp. | Probs. | Fund. | Mech. | Spell. | |
| | | | | | | | | | | |
| | | | | | | | | | | |

POST TEST

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| | | | | | | | | | | |

WORD LIST 1 2 3 4 5 6 7 MATH L1 L2 L3 L4

ATTENDANCE RECORD

| SESSION | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | TOTAL HOURS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

## PRESCRIPTIVE PROGRAM OUTLINE

MAJOR GOAL _____

| Reading | | Math | | English | |
|---|---|---|---|---|---|
| 1. | | 1. | | 1. | |
| 2. | | 2. | | 2. | |
| 3. | | 3. | | 3. | |
| 4. | | 4. | | 4. | |
| 5. | | 5. | | 5. | |
| 6. | | 6. | | 6. | |
| 7. | | 7. | | 7. | |
| 8. | | 8. | | 8. | |

PRESCRIPTION COMMENTS _____

EVALUATION

| | INSTRUCTIONAL MATERIALS | METHODS AND APPROACH | RATE OF PROGRESS | ON THE JOB APPLICATION |
|---|---|---|---|---|
| JAN | | | | |
| FEB | | | | |
| MAR<br>APR<br>MAY<br>JUN | | | | |
| JUL | | | | |
| AUG | | | | |
| SEP | | | | |
| OCT | | | | |
| NOV | | | | |
| DEC | | | | |

EVALUATION COMMENTS _____

SITE TEAM MEMBERS
VISITING
LAFAYETTE, LOUISIANA

May 12-15, 1975

| CONSULTANTS | REPRESENTING |
|---|---|
| Mr. James Sayer, Manager<br>Education and Training<br>Tektronix, Inc.<br>P.O. Box 500<br>Beaverton, Oregon 97077 | Industry |
| Dr. Leonard Nadler, Professor<br>George Washington University<br>Washington, D.C. | University, Human Resources Development |
| Dr. Luther H. Black, Director<br>Adult Basic Education<br>State Department of Education<br>Little Rock, Arkansas 72201 | State, Adult Basic Education |
| Mr. Del Valdez<br>Admissions Counselor<br>Albuquerque Technical-Vocational Institute<br>525 Buena Vista, SE<br>Albuquerque, New Mexico 87101 | Counselor and Past Member of the National Advisory Council for Vocational Education |
| **Project Staff** | |
| Dr. A. B. (Bernie) Moore, Director<br>Cooperative Adult Education Project<br>The Center for Vocational Education<br>1960 Kenny Road<br>Columbus, Ohio 43210 | The Center for Vocational Education |

SITE VISIT REPORT

GRAND RAPIDS COMMUNITY SCHOOL
AND
FISHER BODY PLANT #2

COOPERATING AGENCIES:

Industry:

Fisher Body Plant #2
General Motors Corporation
Grand Rapids, Michigan 49504

Mr. Robert Goebel, Manufacturing and Training Director

State Affiliated Agency:

Grand Rapids Public Schools
Community Education Department
143 Bostwick N.E.
Grand Rapids, Michigan 49502

Ms. Jean Enright
Coordinator of Industrial Programs

Program Purpose:

The stated purpose of the Community Education Industrial Program in the GM Fisher Body Plant #2 is for employees to complete the requirements for a high school diploma and take vocational and college courses in a convenient in-plant setting.

BACKGROUND

Overview

The Grand Rapids Community Education Industrial Program (CEIP), since its inception in the fall of 1972, has held in-plant classes in area industries. The industrial program is designed to make adult learning as convenient and meaningful to the individual as possible. The industrial program was originally designed to help workers complete high school; however, need has dictated expansion into pre-apprenticeship, vocational skill courses, English as a second language, pre-high school, and college courses.

The Community Education program for Fisher Body #2 had its initial beginning through discussions between staff of the Grand

Rapids Community Education Department and Mr. Robert Goebel, Manufacturing and Training Director of the plant. While no elaborate and detailed needs assessment was undertaken because of the nature of the program, the initial objective of the program was to provide high school completion courses in the industry as a convenience for employees.

Prior to beginning this particular program at Fisher Body #2, the industry provided educational opportunities to its employees in essentially two forms. The first was that of General Motors Institute which was primarily for middle management needs and upward. This formal in-house program is still maintained for management development purposes. The second opportunity was provided through the tuition refund benefits available to employees. The employees had to seek classes on their own away from the plant site. Employees who do not qualify for tuition free courses through Community Education may still use this tuition refund to take classes offered on the site as well as away from the plant.

The Grand Rapids Public Schools has a wide spectrum of programs offered to adults through Community Education. Presently, more than 21,800 adults are participating in programs including high school completion, leisure time classes, and various workshops and seminars. The Industrial Program began in 1972 with seven industries participating with a total enrollment of 400 adults. In 1974-75, 42 centers participated with over 2000 adult students being served through the Industrial Program.

## ROLES AND RESPONSIBILITIES

Fisher Body #2, the Community Education Division of Grand Rapids Public Schools and Local #1231 of United Auto Workers became the legs of the stool of the Industrial Program each with a vital supporting role depending upon the other two for total necessary support.

### Industry

Cooperative funding involves the Grand Rapids Public Schools and the Fisher Body Plant #2. The state of Michigan supports adult education through the local school district with its state aid membership formula. Fisher Body Division of General Motors Corporation gives tuition reimbursement to those employees not qualifying for tuition free courses who complete approved instructional programs. The eligible military veteran enrolled in the Industrial Program may receive financial assistance through the "GI Bill" when enrolled in adult basic education, high school completion, occupational training and/or college degree programs.

Facilities are provided in-plant by the company. Cafeteria space with dividers, classrooms, and conference rooms are used. Audiovisual equipment furnished by the company is supplemented when necessary by the public schools.

Educational Agency

The Grand Rapids Public Schools Community Education Department provides staff, including teachers, administrators, coordinators, supervisors, counselors, clerks, aides and recorders. Instructional materials are furnished through the public schools and teacher-prepared materials are reproduced in school facilities.

## PARTICIPANT REACTION

Program participants regard the training program as beneficial to them in the following ways: it strengthens self-perceptions; because of stronger positive self-concepts, the participants immediate environment (i.e., home life) becomes more meaningful to him and gives him the stimulus to become a contributing member of society; communication barriers between the participants and his school-age children are removed and greater understanding takes place as a result of program participation; promotions within the plant are more probable due to program training; participants want to initiate additional courses of interest to them; participants would like to have job related courses to help them develop work skills and help in advancement on the job; and participants feel that they have the responsibility to find enough students to make up a new course of interest to them, this in contrast to individual or school recruiting or assessment of needs and wants by school officials.

## NEEDS ASSESSMENT

Initial discussions between the cooperating parties in 1972 identified the need for offering course work to employees leading to the completion of a high school diploma. The company and individual's desire to accomplish earning of high school completion verified the need for the initial industrial program to be established on an experimental basis.

As the program developed, input on needs was furnished through the in-plant advisory committee for the program and surveys of participants who suggested classes of interest. The company input has been relatively limited to academic educational needs of employees although some offerings (e.g., Metric Measure, Blueprint Reading, and Pre-apprenticeship Training) are job related. This need is based upon company conversion to the metric system.

## OBJECTIVES

It is understood by the cooperating parties and participants that the program offered is to help employees obtain their high school diploma. A graduate meets the same diploma requirements as a graduate of the Grand Rapids Public School Day Program. The State Department of Education has set the requirements to qualify for a high school diploma.

Industry and community education personnel were the two parties involved in setting the high school completion objectives. Labor union representatives in the plant (Fisher Body #2) were notified of the program purpose. The program has been encouraged by the local union; however, it is not a part of the bargaining unit.

## STAFFING

As in most other successful educational programs, the staff is the strength upon which the program functions. On-the-job experience is not considered essential for a prospective staff member, nor is prior training or experience in adult education found to exist to any great degree. Nonetheless, the competencies for organizing and implementing the program were very evident among the staff members.

The variety of background and experiences of the staff were, to some extent, due to the Coordinator for Industrial Programs who stated that she looked for individuals who had varied kinds of training and preparation. She felt this to be necessary because her teachers would be functioning in different roles as well as teaching in numerous content areas in the program. There also appeared to be a common interest by several staff members for further study in a program of educational leadership. This was probably due to the fact that as the program continues to grow, more administrative functions will be performed by more staff members.

At the beginning of each school year (September), twenty hours of in-service training are provided to all staff members. Topics such as psychology of adult learning, human relations, basic records and reporting procedures, and problems encountered in the adult learning situation are presented and discussed. In addition, a continuous in-service training program is provided during one-half day (four hours) of each month of the regular school year. This training focuses upon practical, pragmatic problems which have arisen in the learning situation. Two

department-wide teacher in-services are held during the year. When individuals are employed during the year, training is usually handled informally as the need arises.

One of the important aspects of the program is the informal, but important activity of sharing problems and solutions. When one teacher encounters a problem which he or she cannot solve alone, there seems to be no hesitation about contacting other teachers in the program for assistance. This procedure apparently contributes significantly to the "Espirit de Corps" which was so evident among the staff.

All staff members know their areas of responbility and to whom they are responsible. Specific job descriptions describing roles and functions of industrial program teachers (see Appendix A) are known by individual staff as well as by the program coordinator. In addition, all teachers must be certified for public school instruction before they can be employed by the community education program.

## PROCEDURES AND MATERIALS

The materials utilized in the program consisted of a wide variety of commercial and teacher-made materials. Numerous publishers were contacted to determine if their materials were appropriate for the program. In most cases, a complete set of one publisher's materials was not acceptable, but those sections which were useful were extracted and utilized individually or in conjunction with other materials. Periodically, staff members engage in materials development activities particularly when all relevant commercial materials are deemed inappropriate for specific content areas, e.g., the metric system, the United States Government, etc.

In general, the materials are not related to the employees' work situation except to the extent that the high school diploma program may enhance one's working abilities. Exceptions to this might be the speed reading, metric, and other specific materials which could be directly related to one's work activities.

In most cases, the materials are adult oriented in that the content consists of examples and illustrations with which an adult should feel not only comfortable but in which the adult student should be interested, e.g., income taxes, measurements of time, distance, volume, etc. This is especially true with the teacher-made materials being developed by the program staff.

The physical facilities are very adequate in terms of space, lighting, and accessibility. The facilities, located in the

cafeteria, promote a very informal learning atmosphere which is essential for adult education. Students feel comfortable in the learning environment.

One shortcoming noted about facilities was the lack of secure storage for learning materials and equipment. Additional space, but better secured for materials and equipment, would enhance the program.

When available, any educational equipment at the plant can be utilized in the educational program. Most kinds of commonly used equipment are available on-site, but occasionally equipment must be obtained from the school district educational media center located in the downtown area.

For the most part, the program consists of individualized, self-paced learning. The instructor's role is primarily that of an informal teacher, one who does not continuously lead a group but who is always available to help any student (on an individual basis) who needs academic assistance. Each student proceeds at his or her own desired rate of learning and if a student does not complete a unit within the time-frame officially designated, instead of being failed, he or she is simply continued in that unit during the next term until successful completion is attained. Every student must attain successful completion (designated by the teacher) before any grade or credit is awarded. This credit can then be applied toward the high school diploma.

Occasionally, group instruction does occur. When several students in a class seem to be having similar problems with some material, the teacher may utilize the group instruction technique to cover that particular segment of the material. In other instances, such as the speed reading course, all instruction is conducted in the group setting.

No formal pre-assessment is made of a student upon entering the program. However, after about two weeks, the instructor assesses the capabilities of each student and determines if he or she is academically ready for the level of materials being utilized in the self-paced program. If not, materials less difficult in nature, are provided the student until the individual is capable of handling those materials which have been selected for the course being offered at that time.

## PRE-PLANNING

The Director of Community Education services, Mr. James Farmer, was employed by the Grand Rapids Junior College (GRJC) prior to being appointed Community Education Director in the

Grand Rapids Public Schools. As industries in Grand Rapids were contacted to make them aware of Community Education Services, the need for educational programs in industry was identified.

Initially, the high school completion classes were offered away from plant sites for employees. However, a large segment of the population was not adequately secured. Because of shift work it was difficult for industrial employees to attend classes as structured. Continuing discussions between Mr. Farmer, Mr. McCafferty and industrial representatives resulted in the program being expanded to offer classes in the plant. The in-plant Community Education Industrial Program was initiated with seven industries in 1972. The program has expanded to more than thirty industries and fifteen other agencies.

The general nature of the program for Fisher Body #2 is that Community Education offers suggestions for program content, implements the courses, provides the staff and materials, and administers the program. The industry provides the classroom space.

The initial contact was made by Community Education to the industry with the manufacturing and training manager. This person gets approval from the industry to provide the program. The industrial representative directly influences the success of the program through his coordination efforts with supervisory personnel, foremen, participants, and union representatives.

The program in the plant was assigned a teacher-coordinator to directly implement and coordinate the program. Plant employees were made aware of course offerings and registered for the desired courses.

As part of the continuing program in the form of activities for each year, union and plant representatives as well as potential students are involved in planning the program for the following year. This participation is accomplished through basically two modes.

First, an advisory committee comprised of participants, union representatives, plant management, and Community Education serves in planning and reviewing the program content. Secondly, a questionnaire is administered to participants to determine benefits from existing courses as well as to request different or additional courses.

## FUNDING

The industrial program is an integral part of the total budget of the Community Education Division. The State Department of Education reimburses the local school district for each full-time equivalent enrolled in the industrial programs the fourth Friday in September.

All costs for the industrial program are carried by the Community Education Division. The costs include teacher-coordinators, teachers, materials, supervision and planning for the in-plant class operation.

Fisher Body Plant #2 of the GM Corporation provides class facilities, audiovisual equipment, and storage space.

There are no costs to most participating employees for the class. (Non-high school graduates, veterans, and employees under twenty may take all courses--except college classes--free. All others pay $15-$20 per course.) The participating employee may also qualify for V.A. benefits depending upon his past service, availability of V.A. funds and the course he is taking.

There is no formal written agreement or contract for the in-plant program. Each cooperating party provides for the program, funding and facilities via a "gentlemen's agreement." An amount, approximately $1000 per year, set by the state aid formula is available for each full-time equivalent participant. These monies are invested in the total cost of the program.

## ADMINISTRATION

The contact person for the Grand Rapids Cooperative Adult Education Program is Ms. Jean Enright, Coordinator of Industrial Programs. She reports to the Community Education Director and is responsible for all teachers, aides, clerks, equipment and materials. The relationship and responsibility is reinforced through monthly staff meetings, daily communication, material and equipment acquisition and scheduling of classes.

The company Training Director has a related responsibility for scheduling of facilities, relationships with company Personnel Division, approval of teachers, extent of programming, and circulation and/or posting of many promotional pieces.

Fisher Body Plant #2 has an advisory committee that is representative of company, union, teachers and students and serves to give input to the program through semi-annual or more frequent

meetings as well as designating personnel to give individual input on specific terms as desired or solicited. Membership on the advisory committee is selected by the cooperating parties.

## JOB PLACEMENT

There is no job placement component in the program because all participants are factory employees. However, program completion, a high school diploma, is taken into consideration for promotions on the job or job reassignments.

## COMMUNICATIONS

Company and union newsletters continually furnish information about the program. While there is no specific written plan for ongoing communication, evidence furnished from parties involved give assurance communication is effective (e.g., in-plant posters, fliers in pay envelopes, handbills at the plant).

Regular surveys of participants furnish information to the program personnel of offerings desired. The director makes periodic visits to the plant to listen to participant suggestions for program offerings. Students are given access to their records and such records are shared in counseling. Information on classes successfully completed by participants is furnished to the company Personnel Division for inclusion in employees' personal folder as well as to the union office. Forms authorizing the release of educational data contained in the participant's permanent record are signed as a step in the registration procedure.

## EVALUATION

The Coordinator of Industrial Programs is responsible for evaluating the program conducted in-plant. Assisting in the evaluation are the industry contact, participants, the teacher-coordinator, the teacher, labor representative and the in-plant advisory committee.

Evaluation is focused on meeting the purpose of providing instruction for high school completion to General Motors employees. Outcome measures are those individuals who complete the program requirements and are awarded their high school diploma.

Additionally the Coordinator of Industrial Programs is responsible for evaluating teacher-coordinators and teachers. Outcome measures for these individuals are the abilities to: (1) work in industrial settings; (2) organize and conduct self-paced instruction; and (3) conduct or utilize other teachers in teaching the required academic and elective subjects to qualify for a high school diploma.

Each participant completes a simple single page automatically duplicated enrollment form. Information transferred from these forms are processed by a computer to compile statistics on the program. A prescription for the adult high school diploma program is developed in duplicate from information available; the original is maintained in the participant (employee) educational personal file and the copy is furnished to the employee.

Data is also gathered from participants in the program regarding their knowledge of the classes, opinions toward participation and suggestions for additional classes to name only a few areas. A blank survey form is appended (Appendix B) to the report. Some evaluation data is gathered by the survey form and by the fact that students are receiving high school diplomas. However, at the time this report was being prepared (May 1975) there was no formal program evaluation plan or information available regarding non-participants or program dropouts.

## ACCEPTING/SCREENING PARTICIPANTS

There are no minimum requirements for accepting participants in that the program is open to all plant employees. Two like courses meet on either side of the shift. Employees who go to work at 3:30 attend class from 12:30-3:30; those who get off at 3:30 attend from 3:30-6:30.

After the interested employees have been identified, counseling sessions with the teacher-coordinator and other Community Education staff are set up. The student discusses his individual needs and past experiences and an individual program of study is provided. Usually covering a period of 15-30 minutes, these sessions serve to determine whether individual study or group classes will be arranged. After courses and times have been arranged, students are contacted and told where and when classes will meet.

Advertising

Employees are advised of the need for a high school diploma as a favorable consideration in the promotional system of the factory. They are advised of the personal and employee upgrading, in terms of self-development, which a high school diploma would have on an individual. In addition employees are advised of the opportunity to enroll in classes (at plant site) designed to obtain a high school diploma.

Many participants learn of the program from peers; for although publications of various kinds are posted on bulletin boards, handed out to employees, etc., they don't always get read. Peer evaluation of classes is successful in convincing employees to participate. Participant representation is included in advisory groups that recommend material to be printed.

Posters, handbills and newsletters encouraging program participation promotion are prominently noted within the plant. Union and company newsletters include significant items. Advertising as well as news items are included in the local newspaper. Pay envelope insertions and distributed handbills promote interest and participation in the program. Previous students who have dropped or left the program are personally contacted.

## COUNSELING SERVICES

There are no certified counselors employed in the program. Counseling services are offered by the instructional staff who have a good rapport with the students. It is noteworthy to mention that the staff are aware of agencies in the community that offer counseling services and do not hesitate to refer participants to these agencies as the need arises.

However, some participants indicated that they would like to have professional career counseling services available to them as they plan future directions either in their present career or in others of interest to them. The teacher does counseling as far as credit count and course requirements for graduation. Personal records are accessible and part of counseling.

## OUTSTANDING/UNIQUE FEATURES

A unique feature is the manner in which the teachers and teacher-coordinators work together in a rotating basis from one program in the system to another in that they are constantly changing from supervisor to subordinate in a teaching role.

Another outstanding feature of the program is the quality and enthusiasm of the teachers and teacher-coordinators. There has been excellent selection and screening practices to insure good quality of instructors with empathy toward adult learners.

The last school levy election passed by an 80% majority which the superintendent of schools attributes in part to the successful Industrial Education Program.

The cooperative spirit (i.e., both planning and implementing the program) between the industry, the union, and the Board of Education is certainly an admirable feature.

# APPENDIX A

# ROLES AND FUNCTIONS

# OF

# INDUSTRIAL PROGRAM TEACHERS

FOUR ROLES OF INDUSTRIAL PROGRAM TEACHERS

ROLE 1 - DIRECTOR OF LEARNING

Function 1

Demonstrates effective instructional procedures

a. knows subject matter
b. uses effective teaching techniques
c. uses differentiated materials to meet needs and abilities of individual students
d. uses a variety of instruments and techniques for evaluation in keeping students informed of their progress

Function 2

Utilizes adequate evaluation procedures

a. organizes and summarizes data for meaningful interpretation
b. uses evaluative evidence to improve teaching-learning experiences.
c. leads the learner to assume an important role in the evaluation of his own growth and development

Function 3

Maintains an effective balance of freedom and security in the classroom

a. shows respect for students
b. helps student's self-image to improve
c. helps students learn and employ study skills

Function 4

Keeps students interested--has a high student retention rate

ROLE 2 - COUNSELOR

Function 1

Utilizes effective procedures for collecting information about students

a. makes effective use of informal procedures
b. makes sure student is aware as soon as possible of his graduation requirements
c. provides students with adequate reports of progress

Function 2

Makes sure students are aware of academic programs which are available and suggests viable alternatives

Function 3

Uses diagnostic and remedial procedures effectively

a. identifies learning difficulties
b. selects appropriate remedial materials for instruction in relation to student's level of achievement
c. reveals ability to work correctively with the student at the level of his abilities, achievements and interests at a given time

ROLE 3 - COORDINATOR

Function 1

Plans the program to suit the needs of his industry

Function 2

Publicizes his program effectively (working within the limitations of his industry)

Function 3

Keeps supervisor and administration informed as to what is happening in his particular industry

ROLE 4 - MEMBER OF THE STAFF

Function 1

Contributes to the definition of the overall aims of the program

a. works effectively to define program aims
b. interprets the relationship of the program to the stated aims

Function 2

Contributes to the development of a program to achieve its objectives

a. participates effectively in curriculum development
b. demonstrates familiarity with current curriculum projects and patterns
c. adapts his program to the curriculum
d. innovates and plans new programming

Function 3

Contributes to an effective overall industrial program--shares his expertise

Function 4

Contributes to effective overall Community Education Program

SPECIAL RESPONSIBILITIES OF GM #2 COORDINATOR

1. Security clearance for staff, visitors and laid-off students
2. Facilities and special equipment
3. Tuition refund
4. V.A. benefits
5. College programming
6. College registration and counseling appointments

APPENDIX B

SURVEY FORM

INDUSTRIAL PROGRAM SURVEY

The Grand Rapids Board of Education is conducting this survey for the purpose of finding out your ideas and opinions regarding the current industrial program. This survey will be used to help evaluate, expand, and improve the present program. Your time and cooperation are greatly appreciated.

_____

Industrial Plant

Please check all the choices that best describe your opinion.

1. I first learned about these classes from

____poster
____friend
____management
____union
____instructor
____other_____

2. I decided to take the classes because of

____job improvement
____self-improvement
____V.A. benefits
____convenience
____closeness to work
____other_____

3. If classes were not available in the plant, I would have taken day or evening classes in another location.

____yes
____no
____undecided

4. I have attended classes at another location.

____yes If yes, where_____
____no I left because_____

5. How many employees in your plant know about the program?

____most of them
____some of them
____very few

6. In your opinion, more people do not participate because they are

____too busy
____not interested in the classes offered
____not aware of classes
____other_____

7. In your opinion, the counseling you have received has been

____adequate - I have a clear idea of what classes I need to take.
____inadequate - I am uncertain about the classes and time it will take to reach my goal.
____I have never been counseled.

8. For studying purposes, this area

____is quite suitable
____has many distractions
____needs better lighting
____is too noisy
____has adequate space
____other_____

9. I would prefer the following type of learning situation

____independent study
____independent study with group discussion
____classroom situation
____other_____

10. I believe the books and other material that I have been using are

____too simple
____dull and uninteresting
____other_____
____too difficult
____clear and well organized
____confusing, needs more explanation

11. Each week I spend _____ studying outside of class.

____no time
____0-1 hour
____1-3 hours
____3 or more hours

12. The instructor(s) has been

____helpful
____forgetful
____enthusiastic
____hard to understand
____organized
____overworked
____concerned
____hard to talk to
____considerate
____knowledgeable

areas for improvement_____
_____

13. The amount of attention I have received has been

____poor
____fair
____good
____excellent

14. I believe the company (management) is _____ the program.

____interested and supportive in
____not interested and non-supportive
____other_____

15. Because of this program, my opinion of the company has

____remained unchanged
____improved - I believe that they are concerned about their employees' needs.
____other_____

16. I believe the union is _____ in the program.

____interested and supportive
____not interested and non-supportive
____other_____

17. Since I have taken these classes my opinion of the Grand Rapids Public Schools has

____remained unchanged ____declined
____improved ____other_____

18. Because of these classes, my attendance at work has

____remained unchanged
____improved
____other_____

19. As a consequence of these classes, my family has been

____no change
____inconvenienced - takes up a lot of our time
____closer - we talk more and share more ideas
____other_____

20. From my family's point of view, these classes are

____beneficial ____necessary
____waste of time ____other_____

21. In your opinion, what is the most important reason why people have dropped out of the classes?

____personal problems ____lack of time
____disliked the teacher ____laid-off
____disliked the class ____other_____

22. Because of these classes I personally feel

____greater self-confidence ____less self-confidence
____nervous ____overworked
____more creative ____more knowledgeable
____other_____

23. In the future I intend

____not to take any more classes
____to obtain a high school diploma or G.E.D. certificate
____other_____
____to get more job training
____to take junior college classes
____to do some independent study

24. I believe the program should be

____expanded
____dropped
____maintained at its present level

25. I was involved in the program last year.

____yes ____no

26. I intend to continue in the program next year.

____yes ____no

If No, why_____

27. Your age: _____ Your sex: Male ____ Female ____

Shift: 1st or days ____ 2nd or afternooon ____
3rd or nights ____

28. What time would you prefer taking classes?

____7:00 - 10:00 A.M. - early morning
____12:30 - 3:30 P.M. - early afternoon
____3:30 - 6:30 P.M. - late afternoon
____7:00 - 10:00 P.M. - evening
____other_____

29. Do you live within the City of Grand Rapids?

____yes ____no

If no, what city_____

30. What type of program are you presently involved in?

____Pre-High School
____High School Completion
____Junior College
____Self-improvement/Leisure time

____Other_____

31. Are you aware of the following sources of information?

____The Community Educator - a school newsletter
____Highlights - a Grand Rapids Public School Flyer
____Call Ginny Brochure

Which one of the above is the most important source of information?_____

32. In the next couple of years, Cable T.V. will be installed in Grand Rapids. Would you be interested in taking classes over television?

____yes ____no

33. Did you know that you could begin a class in a subject of your choice with a group of ten people or more?

____yes ____no

34. What classes would you suggest for next year?

35. Please use this space to include any further comments, criticisms, and suggestions.

SITE TEAM MEMBERS
VISITING
GRAND RAPIDS, MICHIGAN

May 19-22, 1975

| CONSULTANTS | REPRESENTING |
|---|---|
| Dr. Gary Beasley<br>Southern Region<br>Weyerheauser Company<br>P.O. Box 2288<br>Columbus, Mississippi 39701 | Industry |
| Dr. Don F. Seaman<br>Associate Professor<br>College of Adult Education<br>218 Harrington Educational Center<br>Texas A&M University<br>College Station, Texas 77843 | University, Adult Education |
| Mr. Elmer E. Clausen, Director<br>Adult Education<br>State Department of Education<br>P.O. Box 527<br>Olympia, Washington 98501 | State, Adult Education |
| Mr. Del Valdez<br>Admissions Counselor<br>Albuquerque Technical-Vocational Institute<br>525 Buena Vista, SE<br>Albuquerque, New Mexico 87101 | Counselor and Past Member of the National Advisory Council for Vocational Education |
| Project Staff | |
| Dr. A. B. (Bernie) Moore, Director<br>Cooperative Adult Education Project<br>The Center for Vocational Education<br>1960 Kenny Road<br>Columbus, Ohio 43210 | The Center for Vocational Education |

SITE VISIT REPORT

LANCASTER-LEBANON INTERMEDIATE UNIT 13
AND
THE WALTER W. MOYER COMPANY

Included

A Special Report on English as a
Second Language Cooperative Program

COOPERATING AGENCIES:

Industry:

Walter W. Moyer Company
400 Main Street
Ephrata, Pennsylvania 17522

Mrs. Alma Althouse

State Affiliated Agency:

Lancaster-Lebanon Intermediate
Unit 13
1383 Arcadia Drive
Lancaster, Pennsylvania 17604

Mrs. Sherry Royce

Program Purpose:

To provide instruction in basic skills in order that participants may pass the General Equivalency Development Test.

BACKGROUND

Overview

The Lancaster-Lebanon Intermediate Unit 13 provides a wide range of educational services to local twenty-two school districts in the two Pennsylvania counties of Lancaster and Lebanon. Included in these services are cooperative programs for adults who have less than a high school education, as well as other efforts for this out-of-school population. The primary focus of this report is the cooperative effort between the Intermediate Unit and the Walter Moyer Company, a clothing manufacturer in Ephrata, Pennsylvania to provide General Equivalency Development Test training. This program is open to the public, as well as to the employees of Moyer's. Classes are offered twice a

week for three hours from 6:30 p.m. to 9:30 p.m. on an open "learning-lab" basis. This allows people both from the plant and community to enter and leave the class as their time permits.

In addition to the Moyer program, Intermediate Unit 13 has offered General Equivalency Development Test programs in other local industries such as R.C.A. and Armstrong Corporation. Also, there are ongoing classes at local industries for English as a second language. New (additional) cooperative adult programs are being planned in the areas of pre-retirement and women's reentry to the work force. A list of other industries the Intermediate Unit is cooperating with may be found below:

- General Equivalency Development Test Programs

  R.C.A. Corporation

  Howmet Corporation

  Armstrong Cork Company

English as a Second Language Programs

  Victor Weaver, Incorporated

  Frank Ix and Sons

  Grime Poultry

  Sperry New Holland*

Program Development

The first indication that there was a need for an Adult Basic Education program occurred when a man walked into the Lancaster County School District offices and requested information about how he could get a basic education. This was shortly before the passage of a state law which created the Intermediate Units. The Lancaster County School System became a part of Intermediate Unit 13.

The first organized effort to establish a site for Adult Basic Education in Intermediate Unit 13 was the result of a contact made by Mrs. Sherry Royce, an employee of Intermediate Unit 13. Mrs. Royce contacted Mr. Jacob Kreider, President of the Walter W. Moyer Company of Ephrata, Pennsylvania in 1966.

*Special Report Attached.

Mr. Kreider was a member of the Ephrata Board of Education. Mrs. Royce suspected that there was a great need for General Equivalency Development in the area because of the large Mennonite and Amish population. Young people of these faiths were known to withdraw from formal schooling at an early age to help on the family farms.

Mr. Kreider and the Moyer Company instituted a search of the records of all schools in the school system. It was determined that there was indeed a very high dropout rate. As a result the Moyer Company in cooperation with Intermediate Unit 13 started classes in General Equivalency Development which were open to all residents of the area as a community service. The Moyer Company supplies the classroom facilities and Intermediate Unit 13 supplied the teachers; details of the total involvement of each party are covered in other sections of this report.

The first class at Moyer's enrolled fifteen men and ten women. Intermediate Unit 13 continued to establish other programs following the same pattern as Moyer's except this was the only cooperative effort open to the community. The Moyer Company continued with General Equivalency Development classes into 1975 but did not offer opportunities for other educational programs.

## ROLES AND RESPONSIBILITIES

### Industry

In this cooperative program the Walter W. Moyer Company provides as its main contribution the space to hold the class. This room, which had once served as a cafeteria, is located in the administration section of the plant and though normally locked in the evening, arrangements were made to have it open the four evenings the class is in operation. In addition to the facility, the company provides such services as utilities and maintenance. Also, Moyer's provides desks, chairs, storage space and a television with cable hookup.

It should be noted that in other industry projects where classes were only open to employees, some companies provide release time for people to attend class. Up to two hours a day, twice a week was allowed by R.C.A. In other programs the funding for the teacher had been supplied by the industry as well as instructional materials, reimbursement for the General Equivalency Development Test fee and funds for a recognition banquet.

Educational Agency

Intermediate Unit 13 provides, in the Moyer program, the basic instructional components. This includes funding for teacher salaries, fringe benefits, materials and equipment. The agency selects and trains the staff, provides in-service upgrading, and supervises all phases of the program. In essence then Intermediate Unit 13 provides the service and Moyer's provides the site for this cooperative program aimed at the community.

## PARTICIPANT REACTION

There was only one identified need of the participants in the Moyer project--to obtain a General Equivalency Development certificate. The program, therefore, can be said to have met the needs of the participants. Attendance and retention is good--approximately 85% at Moyer's open program and about 98% in closed programs like R.C.A.'s. At least 85% of those who have taken the General Equivalency Development Test to date have passed it.

Completing the General Equivalency Development has been beneficial in other ways:

1. Improved self-concept of participants.

2. Home relations have improved as a result of reaching a goal successfully. The marriage partner and children have a higher regard and admiration for the participant who worked hard and persistently to better him/her self, thus, setting an example to his children. In some cases the General Equivalency Development provided a basis for equal educational status between husband and wife.

The General Equivalency Development completion removed the barrier of a high school diploma needed for promotion on the job and class sessions provided opportunities to make new friends.

When the classes first started, participants were eyed strangely, even "kidded" by co-workers. However, as the classes stabilized, more and more co-workers began to develop an interest in taking the classes. Today participants are admired by other workers and former participants have heard this admiration from their fellow employees.

## NEEDS ASSESSMENT

Although the needs in Ephrata were identified by the process noted earlier, there was no written identification of needs for the Moyer program. The Moyer Company searched the county school records in 1966 for school dropout data to identify the need. A broad assessment of needs was written in a grant application for funds to apply to the total adult program.

The learners were not surveyed at Moyer's to see what their needs would be. It was generally known many persons in the community did not have a high school diploma because of their religious background. Another industry, R.C.A., which subsequently sponsored General Equivalency Development classes within their plant for employees only, did complete a survey of their employees. A copy of the R.C.A. survey sheet is attached. The R.C.A. survey identified 700 of the 5000 employees as not having a high school diploma. Two hundred twenty-five persons indicated an interest in obtaining the General Equivalency Development certificate.

The Intermediate Unit 13 school district made an attempt in 1965 to 1967 to find a prototype of the program they were starting. MDTA and CAP programs were studies, but those patterns were not seen as acceptable to those in the Intermediate Unit.

## OBJECTIVES

The Moyer's program is a part of the Intermediate Unit 13 umbrella application to the Pennsylvania Department of Education and is not isolated as a specific component. As such, this program's objectives are a part of the broad goals set for the adult basic education effort of Intermediate Unit 13. There are no specific written objectives for the program with the overriding goal being to get participants to pass the General Equivalency Development Test.

The cooperative parties, Intermediate Unit 13 and Moyers, set the overall objective in the personal meetings between Mrs. Royce from the Intermediate Unit and Mr. Kreider and Mrs. Althouse from Moyer's. Both expressed in general terms the need to offer an Adult Basic Education program for the community and agreed to the goal of General Equivalency Development Test completion.

Changes in the program's direction would be based on the experiences, perceptions and recommendations of the project staff. Moyer's would not provide input to decisions on program changes. There is not a systemized process for redirection of program goals.

(Survey Used by R.C.A. to
Gather Needs Information)

QUESTIONNAIRE

Employee Name and Department: _____

Employee Number: _____

Home Phone Number: _____

Address: _____

Supervisor: _____

Shift: _____

We would like to know your interest in attending our in-plant adult basic courses which are scheduled to begin the week of June 23, 1969. Would you please place a check mark (✓) in the block of your choice and fill in the blanks where necessary.

1. (Check one) I am ☐ am not ☐ interested in attending the in-plant GED Program. Am interested but at a later time ☐

2. Circle your highest level of education completed:

   Grade 6 or less 7 8 9 10 11 12

3. Schools attended:

| | NAME AND ADDRESS | From: | To: |
|---|---|---|---|
| Elementary | _____ | ____ | ____ |
| High School | _____ | ____ | ____ |
| Other | _____ | ____ | ____ |
| | _____ | | |

4. (Check one) I am interested in attending class from:

   ☐ 3:30 to 5:00 p.m. on Monday and Wednesday

   ☐ 5:00 to 6:30 p.m. on Monday and Thursday

   ☐ 1:25 to 2:55 p.m. on Monday and Wednesday

   ☐ 9:30 to 11:00 p.m. on Monday and Wednesday

NOTE: This Questionnaire should be returned to R. G. Mason, Training Activity, no later than Thursday, June 19, 1969.

Though participants were not directly involved in the setting of objectives there are past participants acting as teacher aides. These people have inputs to the general direction of the program. Participants in the program do state their personal goals as a part of the intake process.

## STAFFING

Mrs. Royce as Director of Adult Basic Education for the Intermediate Unit hires instructors and aides for all components of the program. It is the Director's policy to hire teachers on a part-time basis for a trial period before they become full-time Intermediate Unit 13 employees. Most of the staff are teachers, counselors or administrators employed in the surrounding school districts although they do not teach adult courses in the same school district in which they teach other age groups. Most all are local persons who know the communities in which they are teaching.

While some training of the instructors is done at the state level, basic preparation is accomplished through six in-service sessions per year conducted by Intermediate Unit 13. These are one-half day sessions on Saturdays from 8:00 a.m. to noon. Each in-service group is in the form of a workshop from which a product is expected (e.g., the development of individualized learning packets on life coping skills or the use of Adult Performance Level material).

In addition, new teachers are placed with an experienced teacher for their first exposure to the program. In this way the new teacher can learn from the other instructor many of his methods for teaching adults.

Team teaching is used primarily in the Moyer program. The staff is made up of a "coordinating" teacher who is responsible for the general operation of the program, a reading and social studies specialist, a mathematics specialist and a teacher aide who has completed the program. In addition to these, a certified counselor is assigned to oversee the effort and to provide consultive services to teachers and direct counseling to participants. All teachers are responsible from some counseling when a participant stops coming to class. Follow-up visits by the teachers are required to the homes of individuals to determine the reason for him or her not coming and to encourage attendance.

As the need for adult programs change, and as new industries are identified for "closed" programs, instructors are moved or released by Mrs. Royce. With a group of qualified teachers available for part-time teaching, Mrs. Royce has a great flexibility to meet new demands.

## PROCEDURES AND MATERIALS

Teaching plans are developed individually for participants and follow the requirements of the General Equivalency Development Test. Behavioral objectives are not developed. Plans are based on student needs as determined by diagnostic testing administered at each students' enrollment. These diagnostic instruments include: Gates, Botel Opposites, Wide Range Achievement Test and the Kuder Preference Test.

In the Moyer's program, as well as with most adult programs administered by the Intermediate Unit, a combination of commercial and teacher made materials are used. The commercial materials are listed and annotated in the "Materials Guide" which accompanies this report. Most teacher made materials are in the areas of life coping skills; however, one instrument for math placement has also been developed by the staff. Neither the teacher made materials nor the commercial products are necessarily oriented to the participant's work situation.

The subject matter studied by participants relates academically to the areas contained in the General Equivalency Development Test. Human relations learning is accomplished in small group discussions. Improvement of the participant's self-concept is achieved by arranging success experiences in measured segments and having students keep their own records. A folder for each student is kept by the student. A copy of this folder is attached which indicates data required for individual participants.

In general the materials used in the program are appropriate for adult use. The Sears Catalog has been used in certain situations. Teachers are free to evaluate commercial material and use those they believe most appropriate to achieving General Equivalency Development Test completion.

In addition to usual classroom activities, a lecture series and field trips are used. Some topics of the lecture series are: "Drug Abuse," "Consumer Awareness," and "How the Government Operates." Field trips include a visit to the local vocational-technical center and attending a town meeting. Also, a television is available and turned on to the news each night and if the students wish to discuss something on the news they may do so.

The entire program at Moyer's is individualized and great use is made of team teaching in a "learning lab" setting. Each participant is diagnosed as to background and abilities. Each person moves at his/her own pace according to the time they have available. Some students may pass the test after one month; others may take ten months or more.

In addition to this individual instruction, small groups may work together when they are on the same level or on the same subject matter. This does not mean that students are ever in competition with each other, but that they learn from each other and provide mutually beneficial learning help and support.

The philosophy of the program concerning facilities is that the teacher is the most important element in the program, all arrangements and facilities being secondary. In the Moyer's program chairs were placed in rows rather than in circles or small groups. In the R.C.A. program the setting included tables and chairs. Refreshment facilities are available and participants may move about freely.

The physical placement of the class in an industry is important. Since a large population in the Ephrata community are "plain people," that is, of Mennonite and Amish faiths, a school setting is considered inappropriate. Thus, besides providing a classroom where workers for Moyer's Company may stop in during their "coffee breaks" it also provides a "neutral ground" to which all segments of the community can come with ease.

## PRE-PLANNING

Because this program with the Walter W. Moyer Company has been in operation for some eight years, the pre-planning activities may not be relevant to how this program operates at present. However, some general pre-planning activities the Intermediate Unit engages in may serve to indicate how this phase is typically handled.

The Director of Adult Basic Education believes in making the first contact with an industry at the plant manager or presidential level. The second step is an arranged meeting with a person in the plant who is directly responsible for training. At this meeting the service to be provided by Intermediate Unit 13 is discussed along with the logistics of the course to be taught. Once the course is agreed to, a plan for recruiting students is also discussed.

Mrs. Royce then selects the instructors and sees that the curriculum is developed and that materials are made available. Lastly, a meeting is held four weeks prior to actual program start-up where the industry representative and the instructor discuss the course and work out final problems.

While there is no participation in the pre-planning by participants, it is important to note that the Intermediate Unit makes use of some teacher aides who have graduated from other

such courses. With their presence there is, in that sense, some participant involvement. Community representatives, unions and industry supervisors are not involved in the pre-planning activities, although they are made aware of the program existence.

There is no formal documentation of these activities. Some memos and notices do exist and may be compiled into a pre-planning document. There are monthly and yearly reports which will be discussed in the evaluation section of this report.

## FUNDING AND MATERIALS

The funding for this cooperative adult education program comes under a categorical adult basic education grant received from the state of Pennsylvania as a result of Federal Adult Basic Education funds. Each year the Director of Adult Basic Education submits to the State Department of Education an application which shows overall expenditures for Lancaster County Adult Basic Education programs. This application describes the problem, the Adult Basic Education effort as a whole, the time schedule, the area of study, and the staff with their general responsibilities.

The program at Moyer Company is listed as one effort in this application among some fifteen other components. This listing includes proposed beginning and ending dates, times, length of classes and days of operation. Thus, the budget is prepared for the total Adult Basic Education effort rather than a separate budget for each program.

This application for funds is made in April of each year for the following fiscal year. This requires Mrs. Royce to estimate enrollment and plan for the courses well in advance of actual start-up.

There are no estimates as to the distribution of costs borne by each of the cooperating parties. Mrs. Royce has used an estimate of local input for the total Adult Basic Education/General Equivalency Development program when applying to the State Department of Education for funds. This estimate may be used as a matching figure when applying for federal funds. Representatives of the Moyer Company could not estimate a dollar figure as to their contribution of facilities and equipment.

Other cooperative programs carried out by the Intermediate Unit have done some more precise costing. R.C.A. for example estimates an out-of-pocket cost of $12.50 per student for the General Equivalency Development program in their plant. This covers such items as the test fee and the recognition banquet and award. Other costs, such as the time away from the work

station (two hours a day, two or three times per week), have not been computed in this program, nor have the facilities costs been calculated. If these costs were figured the industry's contribution would be estimated considerably higher.

There is no written contract between the industry, Moyer Company, and Intermediate Unit 13. There have been some memos distributed, but these are not considered as a contract.

Participants are not required to pay anything for the program. In the Moyer program they do have to pay for the General Equivalency Development Test fee. In the R.C.A. program, however, those who passed the General Equivalency Development Test are reimbursed for this cost by the company.

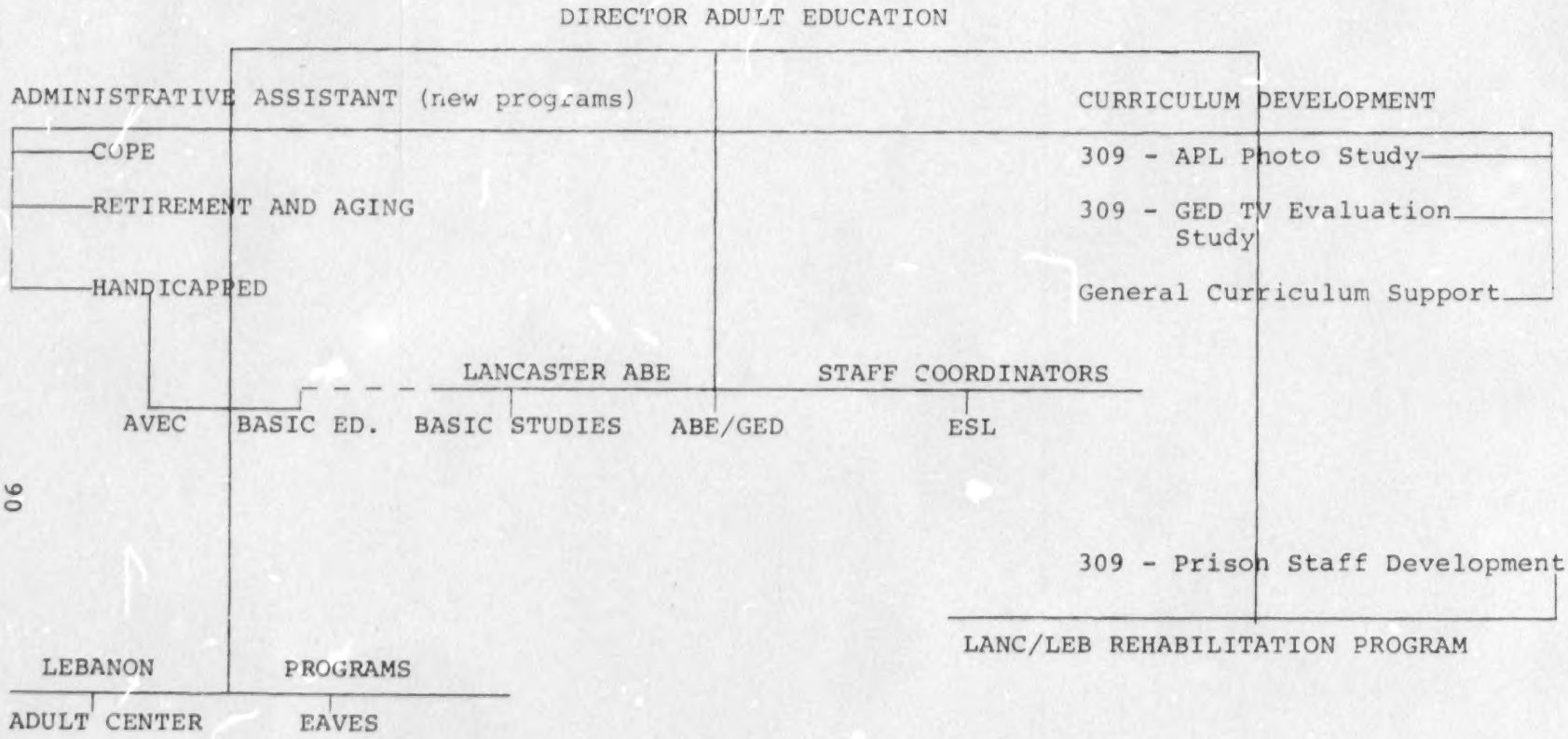
The Intermediate Unit 13 does generally make use of certain in-kind services for cooperative programs not specified for the Moyer program. At times, when transportation was a problem, they have received aid from the Lancaster Area Retarded Citizens groups in the form of use of their bus to transport participants. Also with some cooperative programs, some materials may be purchased through an arrangement where that company has an affiliation with the materials supplier, thus giving a reduced cost. This is the case with R.C.A.

## ADMINISTRATION

Mrs. Sherry Royce, the Director of Adult Education for Intermediate Unit 13, has the authority to hire and fire teachers, close out or combine programs, or start new programs. She maintains a quality control of teachers by hiring them on a part-time basis until they have proven their capability. A copy of the proposed organization chart for this section of the Intermediate Unite is attached. This has not yet gone into effect but does represent some future planning for administrative organization.

The Intermediate Unit 13 Board reviews all new proposals for funding. The proposals are generally stated in broad, non-specific language, and cover a number of projects. The membership of the Intermediate Unit 13 Board consists of approximately fourteen members. Each member is appointed from among the elected school board officials of his or her district.

The final control of all day-to-day operations is the responsibility of Mrs. Sherry Royce. However, Mr. Ne[illegible] Glatfelter "unofficially" supervises the daily operations at Moyer's. There are no written job descriptions for teachers. Prior to 1975 there was a bi-monthly newsletter called The Advisor which was used as a part of the communication process.




PROPOSED ADMINISTRATIVE POSITIONS

ADULT EDUCATION INTERMEDIATE UNIT 13

FOR 1975-1976

STUDENT FOLDER
(Front Cover)

Welcome to the Adult Basic Education Program! This program includes:

1. Preparation for the GED: A free ABE class to review the basic skills of reading, math, and usage. Each adult works individually at his own level.

2. English as a Second Language: A free ABE class stressing speaking English. Reading, writing, citizenship and driver training are also offered in all classes.

3. Basic Studies: A free Basic Reading class to help adults who have had difficulty in learning to read. A free Basic Education class for the special education adult.

4. Career Education: A pre-vocational class dealing with the skills necessary to choose a job, and succeed on the job in the world of work.

You will be a member of one of these classes. Please try to attend class twice a week as your schedule permits. This folder lists your class attendance, the record of your academic assignments and the special class programs in which you may participate. Kindly keep it up to date, and if you have any questions concerning your assignments, ask your teacher.

**********

Class Programs

Vo-Tech Visit _____ Drug Seminar _____ Ecology Unit _____

Income Taxes _____ Consumer Ed. _____ Local Elections _____

Library Unit _____ U.S. Government _____ Human Relations _____

Parent Effectiveness Training _____ Family Health _____

STUDENT FOLDER
(Inside)

Address: _____ Telephone: _____

Date Starting: _____ Birth_ e: _____ Age: _____

Last school sy_tem attended: _____ Highest grade completed: _____ When: _____

GED Test - Date Taken: _____ Scores: Engl. ___ SS ___ Sci. ___ Lit. ___ Math ___ Date Passed: _____

ENGLISH

Pretest Score: _____
Assignment: 2200__ 2600__

| | |
|---|---|
| 1A | 7A |
| 1B | 7B |
| 2A | 8A |
| 2B | 8B |
| 3A | 9A |
| 3B | 9B |
| 4A | 10A |
| 4B | 10B |
| 5A | 11A |
| 5B | 11B |
| 6A | 12A |
| 6B | 12B |

READING

Initial Assignment:

SRA___

EDL:
SS ___
Sci ___

| SS | Sci |
|---|---|
| | |

MATH

Comprehensive Pre-test: _____

1. Whole Numbers
2. Fractions, Add. & Sub.
3. Fractions, Mult. & Div.
4. Decimals
5. Metric Geometry
6. Angles
7. Measurement & Measures
   Linear Measure
8. Measurement & Measure
   Area & Volume
9. Decimals & Percent
10. Polygons
11. Number Sentences

STUDENT FOLDER
(Inside)

ENGLISH

Midway Test A _____
Test B _____

Final Test _____

Basic English Test _____

Additional Assignments

1

2

3

4

5

6

7

8

9

10

READING

Cowles Diagnostic Tests:
Social Studies _____
Science _____
Literature _____

Social Studies:

1 6
2 7
3 8
4 9
5 10

Science:

1 6
2 7
3 8
4 9
5 10

Literature:

1 6
2 7
3 8
4 9
5 10

Additional Reading Assignment

MATH

12. Integers

13. Ratio.. and Right Triangles

14. Squares, Square Roots and Right Triangles

15. Sample Math Test ARCO book

16. Chap. 4 Fundamental Mathematics Advanced Holt

17. Chap. 9 Fundamental Mathematics Advanced Holt

18. Chap. 5 Fundamental Mathematics Advanced Holt

19. Graphs, General Math Ability

20. Word problems from pp. 261, 262, 271. Arco

Final Test

STUDENT FOLDER
(Back Cover)

Please circle the dates you attend class. Thank you.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| September | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| October | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| November | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| December | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| January | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| February | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| March | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| April | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| May | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| June | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Classes will be closed: Thanksgiving Vacation - Thursday and Friday

Christmas Vacation - December 18 to January 3

Easter Vacation - Good Friday and Easter Monday

Students receive a check-off folder which they carry as their record of progress. A copy of the folder was found earlier in this report. Since the folder requires a teacher entry at the completion of each module, one could say that the folder serves as a communication device for students and teachers. Students have access to their permanent records, upon request. Mr. Gene Newcomer is in charge of counseling services. Mr. Newcomer visits the class locations at regular intervals. At other times he is available for telephone counseling. Either students or teachers may use his services.

An advisory board exists in Lebanon County which is one of the counties in Intermediate Unit 13. However, the Moyer Company located in Ephrata, Pennsylvania is not in Lebanon County and there is no advisory board for the project being studied.

Paper work is kept to a minimum. Not all tests or measures of achievement are in written form, but some are. There are pre-tests and post-tests in most subject areas. Interviews and other non-written measures are used. For example: An interview is given at the time of the General Equivalency Development Test. Also there are ongoing conferences and discussions, individually or in small groups with teacher and students participating.

## JOB PLACEMENT

Since the program at Moyer's is an open community program, job placement does not apply. In other sites such as R.C.A., a high school education may be a prerequisite for promotion.

## COMMUNICATIONS

The communications system is largely verbal; however, up until last year there was an Intermediate Unit 13 internal publication called The Advisor. This included articles on teaching techniques and new ideas for the staff.

The State Director of Adult Basic Education is kept informed by means of an interim report, final report and monthly attendance report. These are prepared by Mrs. Royce and forwarded to the state office in compliance with state and federal regulations.

In the local community, people are made aware of the program by means of the local newspaper. Stories of individual success and recognition of accomplishment often appear to inform the local population.

In order to maintain close communication between the instructor and the participants, hiring practices tend to select empathic teachers who will listen to and communicate with each other and students. Teachers are not hired to teach in the districts in which they teach full-time at other grade or age levels. This allows them to not be hampered in developing communications with students whom they may have had contact with earlier.

The student folder is also used to establish and maintain communication. As noted before these folders carry attendance information, record of progress and general instructions. The folders are kept by the student while other records are kept by the program instructors.

## EVALUATION

While there are no written evaluation plans, internal evaluation is carried out in a number of ways. Most importantly, the number enrolled and how many pass the test are the prime evaluation criteria. This is because successful completion of the General Equivalency Development Test is the program's primary objective.

Mrs. Royce, the Director of Adult Basic Education is responsible for the evaluation. She has the responsibility to report to the State Director for Adult Basic Education with the interim and final reports.

Every other year, students are asked for their opinions of the program. In this process participants are given the chance to make suggestions for changing or improving the program.

Follow-up data on participants have not been collected. Nor have spin-offs been systematically assessed. However, follow-up is done, by the teacher, on participants whose attendance falters. Visits are made to the person's home to determine reasons for non-attendance and to see if a new program can be worked out.

## ACCEPTING AND SCREENING PARTICIPANTS

Since participation in this cooperative program is open to all adults in the community, there is no formal screening procedure. What screening is done is performed "humanely." As an example, a young man who had been in six different schools in two years was not referred elsewhere even though his grade level

diagnosis indicated another placement might be appropriate. Rather, he was given special attention by that teacher in order to provide him with some "success" experience.

In "closed" programs such as the R.C.A. effort, participants are somewhat screened as to their availability in relation to leaving their work places. In this case the decision would be made by the supervisor and personnel departments. However, with R.C.A. the supervisors were most supportive and encouraged attendance for most of their workers.

## ADVERTISING

It appears from discussion with some participants that a prime motivation of attendance is the hope of job upgrading. However, the course is not advertised as such and in fact when participants enter the program they find its primary thrust is on personal satisfaction.

The methods used in publicizing the availability of the program include the following:

1. Community and industry bulletin boards
2. Paycheck inserts (see attached R.C.A. letter)
3. Radio and television spot announcements
4. Newspaper stories about outstanding students
5. Inserts in area telephone bills
6. Notices sent home with students of the local schools
7. A slide presentation for service groups and others
8. Notices to supervisors (see attached note used by R.C.A.)

People connected with the program believe the most effective method of advertising is by word-of-mouth. Many participants indicate they heard of the program from others who were enrolled in the program or had completed it. The use of graduates of the programs as teacher aides helps in this process.

An additional form of advertising is the recognition dinner some companies hold for program graduates. R.C.A. held such a banquet at the close of their program, which provided dinner and a small silver bowl to those being honored. Participants prize that bowl as a symbol of their accomplishment. This pride then encourages others to enroll in similar adult programs.

R.C.A. Paycheck Insert

Dear Fellow Employee:

The success of the first In-Plant GED Program has assured the program's continuation this summer. As you may know, the program provides employees with the opportunity to continue their education conveniently in the plant.

Classes will be held in the plant twice a week, each session 1 1/2 hours long beginning the week of June 23, 1969. First shift classes will be held following work from 3:30 to 5:00 p.m. Classes for second shift will precede work from 1:25 to 2:55 p.m., and third shift from 9:30 to 11:00 p.m. For employees working between 8:00 a.m. and 4:45 p.m., classes will be held after work from 5:00 to 6:30 p.m. The length of the course will depend upon the individual's skill and ability.

Would you please complete the attached questionnaire so that we may know your interest in the program. Place the questionnaire in the enclosed pre-addressed envelope and mail on or before Thursday, June 19, 1969.

Any questions concerning the program should be directed to the Training Activity, Extension 3146. If you have received your diploma, please disregard this letter.

Training Activity

/lmb

Att.

R.C.A. Notice to Supervisors

September 16, 1968

To: All Supervisors

R.C.A. Lancaster, in conjunction with the U.S. Office of Education, will be making available adult basic courses which are free to any adult over eighteen (18) who desires to continue his high school education. These courses will center around the basic skills to prepare an individual to take the GED exam (General Equivalency Degree) which is considered the equivalent of a high school diploma.

There are many individuals who were unable to complete the required credit hours necessary to graduate from high school. This situation is not unique in that it is shared by many R.C.A. employees--many of whom are now experiencing an ever increasing need and desire for a high school diploma.

Classes will be held in the plant twice a week starting October 7, each session 1 1/2 hours long. First shift classes will be held following work on Monday and Wednesday from 3:30 to 5:00 p.m. Classes for second shift will precede work on Monday and Wednesday from 1:25 to 2:55 p.m., and the third shift on Monday and Wednesday from 9:30 to 11:00 p.m. For employees working between 8:00 a.m. and 4:45 p.m., classes will be held after work on Monday and Thursday from 5:00 to 6:30 p.m. The length of the course will depend upon the individual's skill and ability.

Any questions concerning the program should be directed to the Training Department on Extension 3147. Your support will be appreciated.

R.G. Mason
Training Specialist

/lmj

## COUNSELING

Counseling services are available to participants in Intermediate Unit 13. These services consist of information dissemination regarding continuing education either in academic institutions or in the vocational-technical school. Unfortunately, as expressed by some participants, both in the program now and some who recently completed the General Equivalency Development as well as some who completed the General Equivalency Development four or five years ago, career guidance is not available. Some participants felt that they would like to explore other careers but that they needed direction in identifying careers commensurate with their stengths, limitations and interests.

Teachers in the project offer advice and refer students to appropriate agencies in the community. However, these activities appear to provide limited career counseling services. Pursuing another career now or later, perhaps even after retirement, is a strong possibility for some participants.

The certified counselor for all Intermediate Unit 13 programs, works full-time as an elementary school counselor in the local school system. He visits the sites and offers professional services as his time allows. He too refers participants to agencies which offer counseling services. He does much telephone counseling with both participants and teachers.

The curriculum, although basically geared toward General Equivalency Development, includes built-in components in the area of human growth and development.

During the year, in-service workshops are held. One of the purposes for these workshops is to update, modify or redirect the curriculum. The counselor and the staff have an opportunity for input to help make the curriculum counseling oriented toward life coping skills in the instructional program.

Pre-GED tests are administered. Shortly after enrolling in the class, diagnostic tests in reading (Gates, ABEL, etc.) are administered for level placement purposes. Staff-developed math tests are also administered for the same purpose (see Procedures and Materials).

## OUTSTANDING AND UNIQUE FEATURES

The most outstanding feature of this cooperative adult education effort is the aggressive leadership provided by the director and the highly committed staff. Mrs. Royce makes

contacts with industry leaders and gets their support just as she wins support from the State of Pennsylvania, Department of Education.

This strong leadership is carried through by a committed staff made up of part-time teachers who work in other jobs full-time and yet give considerable effort to those cooperative programs. As an example, these staff persons make visits to participants' homes if they stop coming to class. This personal interest, which goes beyond the classroom, is the primary reason that retention in the programs is maintained between 85-95%.

A second outstanding feature is the overall commitment of area businesses and industry to the total adult education effort of Intermediate Unit 13. An example of this commitment is a scholarship funded by the industries which goes to an outstanding graduate of one of the General Equivalency Development programs. These scholarships are of $1000.00 and can be used by the recipient for whatever further education he or she may choose.

A final unique feature of this overall cooperative adult education effort in Lancaster and Lebanon counties is the unique population it strives to serve. As was noted before this area contains a large population of Mennonite and Amish persons. They are often educationally disadvantaged not due to a lack of ability or resources, but rather because their backgrounds do not encourage education beyond the basic levels. Thus, when they enter local industries they don't have the skills or secondary school diploma possessed by their co-workers. Thus, the need for the General Equivalency Development program arises.

Beside the general lack of education, this population presents another problem. There is a general reluctance on the part of many of these people to go to a school building for General Equivalency Development training. Thus, the program offered in an industry breaks this barrier and permits attendance of these groups.

An interesting condition arose early in the offering of the program at Moyer Company. A couple of the participants, it was learned, were actually teachers in the private Mennonite elementary schools. Soon a rapport developed between these special participants and the program staff. After the regular class had finished, these people stayed and received help in preparing their lesson plans for use in the Mennonite school.

Another special group this Intermediate Unit seeks to serve is the non-English speaking community in the area. A special report on the "English, Your Second Language" program at Sperry New Holland Company follows. With this, and the other programs offered by the Adult Education division of this Intermediate Unit, it certainly has to be regarded as one of the most wide ranging cooperative efforts in the country.

SPECIAL REPORT ON ENGLISH AS A SECOND LANGUAGE COOPERATIVE PROGRAM

The English as a Second Language project is a joint effort between the Pennsylvania State Department of Education's Adult Basic Education Program, the State Center for Research and Development in English as a Second Language and Health, Education and Welfare under Elementary and Secondary Education Act funds from Titles I, III and VII and locally, Intermediate Unit 13.

The building is provided by the Sperry Company located in New Holland. The company also provides some equipment and some services, i.e., photograph service for news releases and publications.

The quality of the staff is most impressive. They appear enthusiastic about their work and feel gratified at seeing some immediate rewards for their efforts. Some advantages of being affiliated with an industry were expressed thus:

1. It is good public relations for the program. The prestige of the company will also give prestige to the program.

2. Some of the enrollees can be hired by the company and placed in distinguished positions such as translators, liaison persons, personnel interviewing, etc. or even sent to foreign countries where the company is operating.

3. Total services are free to adults.

4. Adult classes are offered on industry premises--not in a school location--at a time convenient for the students (i.e., 11:00 a.m. to 2:00 p.m. for persons working 3:00 to 11:00 p.m. shift).

Inconveniences listed were minimal, such as having to abide by company regulations--keeping the driveways clean, no big sign posting, etc. It is worthy of mention that this is the only such project in the entire state of Pennsylvania and because of this, services the entire state.

The library provides lending services to the entire state. It contains teacher educational materials, student educational materials, cultural materials, films, video tapes, handouts, art

files and books which list in the back cover a listing of the publishing company, the date purchased and the price. Credit is given to authors of articles reprinted.

Most of the materials which have been developed are in Spanish since there is a large population of Puerto Ricans (about 10,000 in the Lancaster-Lebanon area) and several hundred Columbians. However, teacher training in English as a second language is offered to teachers who feel a need for such training. There are also some Greek settlements in the area. These people need proficiency in English. Now the area is preparing to receive about 15,000 Vietnamese whom the Federal government is temporarily locating in this region.

A mobile learning-lab van was purchased about a month ago. Its basic purpose is twofold:

1. to display educational materials

2. for teacher training

The van will travel throughout the state with a member from the Center.

Mr. Jon Jones, a doctoral candidate at the University of New Mexico (and a bilingual) is working at the Center under a three-year grant. His basic assignment is to develop tests for various purposes and to use tests already developed, for diagnostic and placement purposes. Such tests as the "Carroll Listening Comprehension," the "Inter-American Series of General Ability and of Reading," "Abilidad General y Lectura," are currently used. Mr. Jones expressed concern over the fact that these tests do not offer a reading level (i.e., 3.6) which is almost insisted on by the local school personnel when bilingual children are placed in the school after a period at the English as a Second Language Center. Mr. Jones is now working on developing a test instrument which may indicate reading ability by grade level.

There are many programs developed, each to suit the needs of a particular group in a particular situation.

Another unique service of the English as Second Language Center is the community services it offers. Under the able direction of Mrs. Gilma Kreider, a Salvadorian, married to a local man, and with the assistance of Mrs. Miller who is almost a complete bilingual, having spent many years in Honduras and other Latin American countries, the community liaison outreach program serves the materialistic needs of many bilinguals. Such needs as medical, clothing, employment, law enforcement and education are brought to the Center where help is given. Most of

these are self-referrals having heard of the Center from friends and/or relatives. When these services are provided, the community liaison representative (Mrs. Kreider or Mrs. Miller) will suggest enrolling in the Center. Much recruiting is done this way.

A visit to a class of Columbians was most gratifying and informative. The students seemed happy with the materials used in class, with the hours of instruction and, most of all, with the teacher whose dedication, patience and warmth they all acclaimed. Self-development and better self-concept were personal reasons for enrolling in the class. A need for better communication in English, in and out of the job setting, a need to belong and be accepted by the community were other reasons expressed. Some are interested in becoming American citizens, others are not. Sentimentally they are attached to their native country (Columbia) but realistically they are aware of the opportunities they have in this country. Mostly, they are grateful for this educational opportunity which to them proves that someone does care, that they are regarded as individuals who can become productive and contributing members of society. This makes the Latin pride surface!

SITE TEAM MEMBERS
VISITING
LANCASTER, PENNSYLVANIA

May 27-30, 1975

| CONSULTANTS | REPRESENTING |
|---|---|
| Mr. Vincent A. Miller<br>Administrative Center<br>General Manager, Consumer Affairs Training<br>Whirlpool Corporation<br>Benton Harbor, Michigan 49022 | Industry and American Society for Training and Development (A.S.T.D. Past President) |
| Mr. James Miller<br>Assistant Director<br>Division of Federal Assistance Programs<br>933 High Street<br>Worthington, Ohio 43085 | State Department |
| Dr. William D. Dowling, Professor<br>Ramseyer Hall, Room 160<br>29 West Woodruff Avenue<br>The Ohio State University<br>Columbus, Ohio 43210 | University Adult, Vocational and Continuing Education |
| Mr. Del Valdez<br>Admissions Counselor<br>Albuquerque Technical-Vocational Institute<br>525 Buena Vista, SE<br>Albuquerque, New Mexico 87101 | Counselor and Past Member of the National Advisory Council for Vocational Education |
| Project Staff | |
| Mr. James Granger<br>Assistant Director<br>Cooperative Adult Education Project<br>The Center for Vocational Education<br>1960 Kenny Road<br>Columbus, Ohio 43210 | The Center for Vocational Education |

SITE VISIT REPORT

MARTIN TECHNICAL INSTITUTE
AND
WEYERHAEUSER COMPANY

COOPERATING AGENCIES:

Industry:

Weyerhaeuser Company
North Carolina Region

Weyerhaeuser Training Center
Plymouth, North Carolina 27962
Ms. Johnsie Perkins
Ms. Nancy Perry

State Affiliated Agency:

North Carolina Community
College System

Martin Technical Institute
Williamston, North Carolina
Mr. Tom Ward

Weyerhaeuser Company in the North Carolina Region has provided, with the support of the North Carolina Community College System, learning facilities for its employees at the Plymouth, Lewiston, New Bern, and Jacksonville plant sites. This report covers the operations and development of the Learning Center at Plymouth with the cooperating efforts of Martin Technical Institute. The learning facility at Plymouth was the first to be started and is the largest center in operation. Attached is a list of the learning centers and the respective community colleges.

COOPERATION

Industry:

- Provides facilities at Weyerhaeuser plant sites in the state
- Provides some hardware materials
- Reimburses students in off-time hours and allows some students hours off during work time

State Affiliated Agency:

Community College or Technical Institute

- Pays 50% of instructor salaries
- Provides software materials and some hardware

Industry:

- Pays 50% of instructor salaries

State Affiliated Agency:

- Conducts staff development workshops through State Department of Community Colleges

Other learning centers located at the North Carolina Weyerhaeuser plant sites:

Lewiston Learning Center
Sharon Newsome, Instructor

New Bern Learning Center
Martha Rutherford, Instructor

Jacksonville Learning Center
Judi Marsh, Instructor

Roanoke-Chowan Technical Institute
Ahoskie, North Carolina
Bill Harrell, ABE Director

Craven Community College
New Bern, North Carolina
Dr. Mike Henderson, Dean of Instruction

Coastal Carolina Community College
Jacksonville, North Carolina
Charles Lancaster, Director of Learning Labs

Purpose

To make available to every interested employee additional education geared to the individual's expressed goals and developed on a personal basis.

## BACKGROUND

Program Development

Early in 1968, Weyerhaeuser management recognized a need for adult basic education for some of its employees in the Woods and Wood Products divisions in Plymouth, North Carolina.

In the Woods group, there were lead-men (working crew leaders) who had tremendous natural ability, but not enough formal education to handle time cards, written work orders, etc. effectively. The obvious need for this group was to provide these specific skills for these few employees.

In the Wood Products group a rough survey was made which determined that the educational level of this group was very low.

So these two divisions of the Plymouth complex were the first to begin looking at adult basic education for their employees.

The managers went to Martin Technical Institute to see how they could cooperate in this educational effort. (Note: The North Carolina Community College System has the responsibility for all adult education including Adult Basic Education and General Equivalency Development within the state.) However, the first need expressed to the Institute by the managers was to provide basic education.

The first classes were started in 1968 with Ms. Sarah Gaylord serving as teacher. The foremen's lounge and the plywood superintendent's office were used as classrooms. The class was scheduled for three months; all students started and ended at the same time. There were thirteen employees enrolled. These participants were nominated by their supervisors. Sarah Gaylord was the teacher. Her salary was paid 50/50 by Weyerhaeuser and Martin Technical Institute. Classes were held five days per week from 4 to 6 p.m. The duration of this first program was October 1968 through December 1968.

At the end of the first three-month class, it was decided that the program had enough visibility and acceptance to publicize the next class offering on the company bulletin boards. An enrollment of five or six additional persons was expected, but on the designated enrollment day, forty-five persons applied.

It was at this time that a steering committee composed of representatives from each plant in the Plymouth complex was formed. The steering committee resolved problems such as space for classes, recruitment of new students, and follow-up on anyone who withdrew from the classes.

With forty-five students the most serious problem was classroom space. A company trailer which had been used for a temporary office was freed for classroom use. This trailer was about ten feet by fifty feet and divided into two rooms. Another immediate problem--the hiring of a second teacher--was also promptly resolved.

It was also at this time that the instruction was changed to total adult basic education and General Equivalency Development. The program continued in this manner until 1972. At this time, it was decided that educational offerings could benefit more employees if it were made available on a full-time basis.

In September of 1972, Sarah Gaylord became director of the Learning Center. By early 1973 enrollment had grown too large for one instructor and too large for the facility. In July 1973

Ms. Johnsie Perkins was hired. In 1973 a double-wide trailer was purchased and the existing trailer was attached.

In January 1974 Sarah Gaylord was hired by Weyerhaeuser Company as North Carolina Region Training Manager. Johnsie Perkins took over as Director of the Learning Center. Ms. Nancy Perry was hired to fill the Perkins' vacancy.

Within this Weyerhaeuser region the learning centers have expanded to other locations in Lewiston, New Bern, and Jacksonville.

Weyerhaeuser sponsors other adult programs and the teachers from the learning center cooperate in these activities. Some examples are:

1. Clerical Training Program

   In an effort to upgrade the quality of clerical employees at Weyerhaeuser, all clerical applicants are given the opportunity to use the learning center to "brush-up" on secretarial skills used in typing, office machines and other secretarial procedures. The applicants voluntarily take proficiency tests in these areas to determine whether or not they need to review. In this way, many persons are able to secure positions for which they would otherwise be unqualified.

2. Other classes in safety, technical report writing, etc. are held at the center as a cooperative effort between Weyerhaeuser and the Martin Technical Institute when the need dictates.

## ROLES AND RESPONSIBILITIES

Weyerhaeuser Company provides the following financial support for the cooperative program at the Plymouth plant.

1. Fifty percent of staff salaries. This is paid at the beginning of each fiscal year to Martin Technical Institute.

2. Space--the company provides a trailer complex which houses the center. Learning Center staff helped in the design of the trailer complex.

3. Utilities for the trailer complex.

4. Custodial services and other maintenance.

5. Some instructional materials.

6. Some of the instructional equipment

7. The General Equivalency Development series Your Future Is Now including the playback equipment.

8. Payment to employees for attendance up to ten hours per week.

Martin Technical Institute (MTI) provides 50% of the staff salaries. This money is derived from the following:

1. 25% from Adult Basic Education funds

2. 25% from the continuing education budget (general operational budget) which is state tax money.

3. Most of the instructional supplies and equipment.

4. In-service Training provided by the state regional staff development project.

Labor Unions

There are four (4) AFL/CIO affiliated labor unions involving plant employees. The unions have not been actively involved in the program; however, they do support the Learning Center and some of their membership have taken advantage of the program. Labor unions include:

OPEIU

Office and Professional Employees International Union

Local #354

UPIU

United Paper Workers International Union

Local #1423

Local #1356 Unites #1 and #2

IUOE

International Union of Operating Engineers

Local #415

IBEW

International Brotherhood of Electrical Workers

Local #1183

PARTICIPANT REACTION

Certainly this program is meeting the individual needs of the participants in contrast to the meager school experience of their earlier years. The significant feature is a personal one-to-one approach that eliminates comparison of progress to that of one's peers. As one man said, "There is nobody pushing me," and another expressed it in picturesque reference to the two or three years he had been in school as a child, "Nobody is pulling my ear."

The facility resembles a library or a laboratory rather than a formal classroom, and counseling is not boxed off as a specialty of its own. There are a minimum of schedules to meet and the two instructors work in a one-to-one manner with the participants.

Group situations have behind them something more than learning. For instance, Ms. Perry was observed teaching eight men in a group basic math skills. However, she was also using techniques to bring out students who were inclined to be withdrawn socially.

In discussing the program individually with a representative number of the participants it was apparent that their personal satisfactions were just as varied as their schedules of attendance and their age. For instance, there was the ninth grade dropout recently returned from military service who now found renewed interest in school, enthusiastically proclaiming, "Now I'm going all the way."

Another introduced himself as the "lead man" in a shift of workers in the plant. He was not able to read the note of directions left him by the foreman, nor was he able to write one in return as he later finshed his stint. This was his goal.

And there was the learner of about age 55 who had just completed copying a page of words, as proud of his penmanship as he was in reading the small book from which he copied them. In turn he indicated that in the evening he and his wife would read the daily paper aloud together, she having completed the elementary school, he having dropped out in the second grade.

In the case of the man who was proud that he could now read some Shakespeare, it was as though he had now removed a shadow of guilt, having dropped out of school when the elementary teacher had included works of that author in the curriculum.

A significant factor in the popularity of the learning center is the informality that is evident in the availability of coffee, soft drinks and the permission to smoke.

## NEEDS ASSESSMENT

The survey team was told that there was no reason for a formal needs assessment to be made when the program was first started. Two managers had specified needs, i.e., to teach some employees to read and write. It was general knowledge that there were many employees who could not read or write or figure simple mathematical problems.

The Adult Academic Achievement Committee, which was the advisory group functioning in the early part of the program, conducted a survey of needs. The supervisors surveyed their employees to compile information about educational levels. The average educational level of workers in Wood Products including supervisors was third grade. The illiteracy rate was 33%. People who were running equipment couldn't read operating or safety instructions, etc.

In a recent group of twenty-eight attending the Learning Center, the averages on diagnostic instruments were:

1. Highest grade attended in school 6.6
2. Slossan scale 4.3 (rating according to grade level)
3. SRA Math level 2
4. SRA Reading level 3

} Not rated according to grade level. Attached is a breakdown of the different levels on each SRA index

5. Age 39

The personnel department has determined that the minimum education needed to operate effectively in the various areas is: Woods--sixth grade; Wood Products--sixth to eigth grade; Fiber Products--eighth to tenth grade.

The Weyerhaeuser program was the first of its kind in the area. There was no background or support information available locally.

## OBJECTIVES

There are no written objectives for the program. However, the project resulted from very specific goals and purposes that the Weyerhaeuser representatives had identified in relation to employees needs of reading for safety and instructions on the job. Basic objectives were to provide employees opportunities to improve their reading and math skills in order to assist them to function better in their present jobs and to enable them to become eligible for promotion.

The original goals and purposes formulated in the initial phases of the project remain in effect. There have been no recent changes and/or redirection of the project that exist in written form.

The objectives are geared to the needs of Weyerhaeuser employees and the general public that enrolls. Martin Technical Institute is able to provide Adult Basic Education opportunities for adults in the Plymouth community. Instruction ranges from programs for the non-reader to preparation for the General Equivalency Development Test. The program also provides post General Equivalency Development and other skill training opportunities.

Specific stated goals include the need for many employees to keep accumulative records, reports, time cards, read memos, instructions and operating procedures. Hence the improvement in safety was an implied goal.

Program objectives (goals) as a whole, have for good reasons remained the same. However, communications between Martin Technical Institute and Weyerhaeuser are such that the basis for redirection is present. Individual learner objectives are very flexible. Each student has a program geared to meet his interests, needs, and abilities.

Industry supervisors and educators have worked together from the very beginning in establishing program objectives. In the beginning stages a steering committee was appointed. The committee was composed of representatives from each plant in the Plymouth complex. This group was called the Adult Academic Achievement Committee and was appointed by the mill manager who expressed the need for the development of a comprehensive program for employees. The steering committee performed a variety of functions including: (1) surveying employees for educational needs, (2) locating space for classes, (3) student recruitment, (4) student follow-up, (5) public relations and (6) in-house communications. Industry representatives from the plant manager on down have been involved in establishing direction for the program.

## STAFFING

The staff consists of Johnsie Perkins and Nancy Perry. Both serve as instructors. In addition, Ms. Perkins also serves as administrator of the program.

Ms. Perkins has just received an M.A. in Education with concentration in Adult Education. Ms. Perry has a B.S. in Business Education. Both have had in-service experiences provided by the state and have taken courses in adult education at East Carolina State University. There is no formal in-service learning program for staff but they do attend various professional meetings such as the North Carolina Community College Adult Educators Association. Ms. Perkins is a member of the national and local chapter of the American Society for Training and Development.

A job description is included in the Appendix. As noted, Ms. Perkins' duties go far beyond the administration of Adult Basic Education/General Equivalency Development programs.

## PROCEDURES AND MATERIALS

Most of the materials are commercially produced and marketed as being at the adult level. A listing of the major materials used is included in the Appendix. It represents a significant sampling of current commercial materials which are available.

The physical facilities have been specifically designed for this program. They consist of three trailers which are connected to form a single unit. The trailers are located on Weyerhaeuser property, but outside the plant gate. The trailers are air-conditioned and well lighted. There is provision for individual study, small groups around a table (4-5) and larger groups (15-20). This facility directly relates to the materials used in the program, essentially workbooks for individual work.

Individualized instruction is provided through workbooks and programmed instructional material coupled with audiovisual materials. In many cases, the learner has the option to choose from a variety of workbooks and programmed instruction material. The program is <u>not</u> time restricted. There is complete open-entry and open-exit. The time each day is flexible with the center officially opening at 8:00 a.m. (Some students arrive at 7:00 a.m. and work independently until the staff arrive.) It is open until 5:00 p.m. each day except Tuesday when it stays open until 8:00 p.m. The Weyerhaeuser work shifts are (1) 7:00 a.m. to 3:00 p.m., (2) 3:00 p.m. to 11:00 p.m. and (3) 11:00 p.m. to 7:00 a.m. As a result, the Learning Center fairly well covers

all shifts. In the case of the graveyard shift, the facility is available as the shift ends; usually, learners use the center either just prior to or just after shift change.

Since the Learning Center is a partially state-funded program, the materials cannot be related to a particular employee or company.

The participants' objectives are not stated in behavioral terms. Rather, the participants tend to set objectives in terms of general areas such as reading or arithmetic. Some participants do identify obtaining the General Equivalency Development as an objective.

The program uses a series of diagnostic tests (list included in the Appendix). In addition, the workbooks which are graded serve as additional placment mechanisms.

In addition to individualized instruction, there is also provision for group instruction. This occurs in a variety of ways. One of the instructors may find that four or five or the learners, who are in the center at the same time, have a common need. They would then be called together for a group session. At certain times, general films are shown for any learners who wish to attend. These tend to be on areas such as alcoholism, consumerism, etc.

## PRE-PLANNING

The pre-start up activities included industry's request to Martin Technical Institute for assistance in providing basic education for employees in 1968. Industry personnel asked for an instructor to "teach" Adult Basic Education to employees. No formal survey or data gathering efforts stimulated the request by industry.

From the initial request in 1968, with thirteen employees, the program has expanded to a comprehensive learning center offering basic and advanced educational assistance to Weyerhaeuser employees.

Weyerhaeuser managers (Mr. Falconer and others) contacted personnel at Martin Technical Institute for assistance in providing basic education for adults. Through the continued support of Weyerhaeuser managers, supervisors, superintendents and foremen the program has expended to its present size.

An eighteen-page report prepared by Learning Center staff, titled "Adult Academic Achievement Program," documents the

historical development of the Weyerhaeuser Learning Center. This report reviews the reasons for developing the program, phases of program development and commitment of industry management to the support of the program.

At the time the program was started in 1968, labor organizations were not involved in the pre-planning activities.

The Martin Technical Institute was the single community agency involved in the pre-planning activities.

## FUNDING

Weyerhaeuser provides three connected trailers which make up the Learning Center. The center is located on industry property near Plymouth, North Carolina which is heated/cooled and carpeted. Industry provides some hardware (e.g., TV teaching machine and other items), pays 50% of the two instructor salaries and reimburses employees up to a maximum of ten hours per week for their participation in the program.

Martin Technical Institute provides student materials, pays 50% of the two instructors' salaries and through the State Community College System conducts staff development workshops and provides technical assistance when necessary. Student (employee) enrollment hours are reported by Martin Technical Institute to qualify for reimbursement on an full-time equivalency basis for the State Department of Community Colleges in Raleigh, North Carolina.

Employees keep their own attendance hours on time cards located in the Learning Center. This data is then reported to Weyerhaeuser and Martin Technical Institute for reimbursement purposes.

There is no written contractual agreement for the program between the cooperating parties. The Learning Center is open to Weyerhaeuser employees and other local residents. A "gentlemen's" agreement for resources, personnel and facilities has been made between the cooperating agencies.

Employees do not pay for any portion of the instructional cost of the program; however, they do pay three dollars for the General Equivalency Development Test fee. Employees are given some reimbursement (up to ten hours at their current salary rate) by the company for their participation. In addition, the General Equivalency Development portion of the program has been approved for paying veteran educational benefits.

Weyerhaeuser and Martin Technical Institute provide all necessary resources for the program on a joint (50/50) basis. No "in-kind" resources are provided by other agencies.

## ADMINISTRATION

Overall responsibility for the program resides with Mr. Tom Ward, Dean of Continuing Education at Martin Technical Institute Depending upon the nature of the contact either Mr. Ted Falconer, Wood Products Manager or Mr. Ed Benson, Personnel and Administrative Manager would be the contact at Weyerhaeuser.

Mr. Tom Ward, Martin Technical Institute has final selection of staff, budget and other program related managerial responsibilities.

Ms. Johnsie Perkins has the overall responsibility for day-to-day operations at the Learning Center.

Much of the administrative responsibility is communicated and resolved on a verbal basis as part of the day-to-day operations and planning process. Some information (student hours/week) is included as a part of the application for funds submitted by Martin Technical Institute to the Department of Community Colleges. It is apparent that the cooperative parties fully understand their respective administrative roles.

The Learning Center staff (Ms. Perkins and Ms. Perry) provide counseling (academic and personal) to student employees as a part of their overall program operations.

There is no advisory committee functioning at this time. The steering committee was disbanded because it was felt it had served its purpose.

There was no information available relating to cost per student or cost per program component.

It was agreed that Martin Technical Institute has the responsibility for selection and employment of staff. It was implied that representatives from Weyerhaeuser were given an opportunity to approve the person selected to be the director of the Learning Center. Again nothing was in writing regarding these procedures.

Staff development opportunities are announced to the staff in memo form from the Department of Community Colleges and from Martin Technical Institute.

Student paper work is kept to a minimum although some written forms are required. Students complete registration forms, data cards, record contact hours, and complete other information that is deemed necessary. Test data is recorded and is a part of the teacher file that is kept on each student. Interviews and informal tests are a part of the orientation and diagnostic process.

## JOB PLACEMENT

There is no job placement factor involved in the program.

Job openings are posted throughout the plant. Jobs at Weyerhaeuser are generally filled on a seniority basis. Employees can bid on the various jobs as they become available. Of course, having the basic skills in reading, writing and computing are essential prerequisites for most all jobs. In this respect the program has a direct bearing on promotions.

## COMMUNICATIONS SYSTEM

The Learning Center staff communicate with the managers for various operations, e.g., Fiber, Wood Products, Woods, Raw Materials, Expansion, Personnel and Administration and others. These managers have held meetings for their superintendents, area supervisors and foremen explaining the Learning Center and services available to employees.

Managers, superintendents, area supervisors, and foremen pass information about the Learning Center on to employees. Safety meetings are held in the Learning Center to expose the center's resources to employees. Word-of-mouth and tours are the main methods of communicating the center to employees. Participants have access to their educational records.

The program is also communicated to employees via "Mill Notices," the Loblolly Digester (a Weyerhaeuser newsletter) posters on bulletin boards, Learning Center posters, radio and television.

Formal communications between the center and Martin Technical Institute are maintained for reporting attendance. Informal communication procedures (e.g., telephones, memos, etc.) are utilized between the center and industry personnel.

Communications beyond the cooperating parties to the local community and employees include the "Weyerhaeuser Hotline," television and news releases.

## EVALUATION

There is no formal evaluation of the program. The prime criteria for success is achieving a satisfactory Adult Basic Education level or receiving the General Equivalency Development. Since 1970, over sixty-four persons have received their General Equivalency Development.

There are no provisions for internal evaluation except for reporting contact hours to the Martin Technical Institute. Externally, Tom Ward (Dean of Continuing Education, Martin Technical Institute) is conducting a doctoral research project under the direction of the University of North Carolina entitled "An Evaluation of an Industrial Adult Basic Education Program."

Program spin-offs have been identified. These usually are in the area of continuing education for the learners. After completing Adult Basic Education they feel confident in going on for General Equivalency Development. Some General Equivalency Development graduates have gone on to a technical institute or community college. Students enjoy taking their instructional materials home.

## ACCEPTING/SCREENING PARTICIPANTS

Unique to this program is the fact that there are no applications, nor screening of participants. All employees are accepted who are inclined to enter. This unique voluntary system has led to the expansion of the trailer type building in the recent past, a practice that will be followed when necessary in the future.

Recruitment as a concept is not really applicable to this program. Word-of-mouth is a better description, the foreman or the supervisor on this or that level make it a point to tell the workers on their shifts. And naturally participants tell their friends.

In the case of the personnel office, during hiring and/or placement discussions, a person may be told he needs some review in math, for instance, and he is informed of the center as a means of this help. The employee who takes advantage of the school is paid the regular hourly wage up to a limit of ten hours a week, or is instead allowed such time off from work.

Sources of recruitment and publicity include bulletin boards, in-house publications, and those in management and the instructional program. Everybody is eligible, and at times a worker is referred to the school for a particular course such as Technical Report Writing that may be an advantage either on the job held or in his/her advancement.

## ADVERTISING

The program is advertised to employees as an opportunity to improve their reading, writing and math skills for better performance on the job. Employees are told the requirements for jobs in the plant. Employees are encouraged to improve their skills at the Learning Center so they may bid successfully for better paying jobs within the company.

## COUNSELING

Counseling usually offered on a more informal basis, a one-to-one approach provided by the two teachers who don't take time to distinguish between teaching or counseling the person.

The private conference has its normal place in the case of the newcomer who often may enter the door with caution, and thereafter with the student who situation invites it.

Referrals are in turn made to other agencies when desirable. For example, to the company medical center for eye glasses or medical examination, or to the community agencies in the case of consumer problems, the tax office, or the social security office.

## OUTSTANDING/UNIQUE FEATURES

A unique feature of this program is the involvement of the Community College in Adult Basic Education and General Equivalency Development. However, the Community College System of North Carolina assumes these responsibilities statewide.

It is felt that the program has enhanced productivity. When questioned about the influence of the educational program on increased performance, manager Ted Falconer suggested that the improvement was probably due to three factors: new machinery, education, and higher morale. The Weyerhaeuser Company, at this location, is producing as much in 1975 as they did in 1968, but with 34% less workers.

There has been an improvement in safety statistics. According to safety engineer Robert Revel, many accidents are now prevented from happening because the workers can read safety and operating instructions.

The interest of top management in the program is a factor in its success. Regional Vice President, Mr. Keith Lamb, and all of his managers seem to have a great interest in the project. For example, it is not uncommon for Mr. Ted Falconer, Wood Products Manager, to come to the Learning Center and visit with the students asking them about their progress.

The leadership of the Learning Center including Ms. Perkins, Ms. Perry and Ms. Gaylord are unique to the cooperative program. The staff members have been provided facilities and administrative support by both cooperating parties.

Another unique feature is the utilization of safety requirements, emphasis on increased production and the importance of the individual for a coordinated educational program.

APPENDIX

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Major Materials . . . . . .125-128

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G.E.D. (General Equivalency Degree) . . . . . 127

Consumer and Job-Related . . . . . 128

Diagnostic Tests . . . . . 129

POSITION: Weyerhaeuser Training Center Director

Job Duties:

1. Coordinating and instructing ABE and GED programs
2. Developing job-related programs for company employees, i.e., secretarial training, and plant engineering training
3. Acting as a resource person for company employees; directing attention to available educational programs in the area and location and availability of requested materials
4. Assisting employees in furthering their education in technical schools and universities
5. Setting up requested extension courses with Martin Technical Institute
6. Assisting personnel and management in employee evaluations for promotion and permanent employment
7. Providing counseling services for employees
8. Selecting and procuring needed materials and equipment for the Training Center
9. Recruiting students and working with management to facilitate workers' attendance to Training Center
10. Providing information concerning the development and programs of Weyerhaeuser Training Center to interested persons and institutions

MAJOR ADULT BASIC EDUCATION MATERIALS

Reading

Learning 100 Program - EDL

Phonics in a Nutshell - Educational Electronics, Inc.

The New Streamlined English Series - Laubach, Kirk, Laubach

Reading for a Purpose - Educational Opportunities Division

From Words to Stores - Noble's Adult Basic Education Series

Language Skills Development - Mind, Inc.

Adult Readings - Reader's Digest Educational Division

Specific Skills Series - Barnell Loft, Ltd.

Wordcraft - Vocab, Inc.

Adult Reader - Steck-Vaughn Company

I Want to Read and Write - Steck-Vaughn Company

Steps to Learning - Steck-Vaughn Company

Working with Word Patterns - Steck-Vaughn Company

Read to Learn - Steck-Vaughn Company

You and Your Money - Steck-Vaughn Company

Reading Program - Sullivan Company

Reading Technology - Mind Corporation (viewer and cassette tapes on phonics)

Words and Patterns, Levels A-D, Science Research Associates

SRA Reading Laboratories, I-IVa, Science Research Associates

Aud-X and Controlled Reader - EDL

How to Read Better - Steck-Vaughn Company

Building Word Power - Steck-Vaughn Company

Math

Figure It Out, Book 1 and 2, Follett Educational Corporation

Steps to Mathematics - Steck-Vaughn Company

Basic Essentials to Mathematics - Steck-Vaughn Company

Working with Numbers - Steck-Vaughn Company

Fraction Bars - Bennett-Davidson

MAJOR MATERIALS USED FOR

GENERAL EQUIVALENCY DEVELOPMENT PREPARATION

Basic Essentials of Mathematics, Part I & II, Steck-Vaughn

Algebra, Book One, Steck-Vaughn

General Education Series

Learning Our Language, Book I & II, Steck-Vaughn

High School Equivalency, General review for the exams on:

Mathematics
Effective Expression
Reading Interpretation

Publisher: Learning Technology, Inc.

Cambridge Pre-GED Program

Cambridge GED Program (all five GED subjects)

Career Advancement Program, General Learning Corporation

"Your Future Is Now," tapes and playback equipment

English 2200, 2600, 3200, A Programmed Course in Grammar & Usage

American History Study Lessons

The Living History Book (and tapes)

## CONSUMER MATERIALS AND JOB-RELATED MATERIALS

New Readers Press - BE INFORMED SERIES

Chapters on:
- Personal Credit
- Buying an Auto
- Owning an Auto
- Buying a House
- Personal Insurance
- Renting a House
- Finding a Job
- Reading your Newspaper
- Taxes
- Banking

Grolier Education Corporation, Modern Consumer Education (Kit)

Sections on:
- Food, Clothing and Shelter
- Cars, Furniture and Appliances
- Protecting Family Health and Security
- You and the Law
- Ways to Handle Money
- Ways to Shop

Educational Systems, The World of Work: Part 1, On the Job

## DIAGNOSTIC TESTS

Basic Essentials of Mathematics (Steck-Vaughn)

Slosson Oral Reading Test (Slossen Educational Publications)

Adult Reading Placement Inventory (Learning Labs Associates, Inc.)

English Grammar Placement Inventory (Learning Labs Associates, Inc.)

Math Placement Inventory (Learning Labs Associates, Inc.)

SRA Reading Index (Science Research Associates)

ABE Student Survey Forms (Follett)

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VISITING
PLYMOUTH, NORTH CAROLINA

June 1-4, 1975

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